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ABSTRACT

Education for Employment (EFE) is an intervention program offered by the Chesapeake Public School Division (Virginia) Vocational Education Department to motivate high school students to stay in school by offering a program of basic living skills, human relations skills, and marketable skills training that prepares a student for employment on leaving school. Students in grades 9 and above are screened and enrolled in EFE based on three categories of eligibility: (1) academically disadvantaged; (2) economically disadvantaged; and (3) special education. The two EFE courses are one-credit electives that may be taken up to 2 years. Students can earn up to four credits in the 2-year period by participating in cooperative work experience. In the 1997-98 school year, 165 students were enrolled in EFE, with EFE offered in all the district's high schools. The program for the 1997-98 school year was evaluated, with consideration given to opinions of students, teachers, principals, and counselors, and student achievement was examined. Findings show that not all students who could benefit from EFE are included. The process for identifying and selecting students is informal and varies among schools. Special education students represent the largest group (58%) of EFE students; regular education students may be underserved. Of the 94 ninth graders in the EFE program who did not transfer, 64% were scheduled to complete high school, but 36% had dropped out of school. Only 38% enrolled after EFE in courses that resulted in vocational program completer status, but an additional 22% took some other vocational classes. Teachers, vocational counselors, guidance directors, and principals were very satisfied with the EFE program, while students and special education staff were satisfied. The evaluation also shows that the Chesapeake EFE curriculum is outdated and has a number of limitations when compared to the recommendations of the Virginia Department of Education. Recommendations are made to improve student identification and selection for EFE and to bring the program into better agreement with the model proposed by the State Department of Education. Seven appendixes contain background documents related to the study. (Contains 18 charts.) (SLD)

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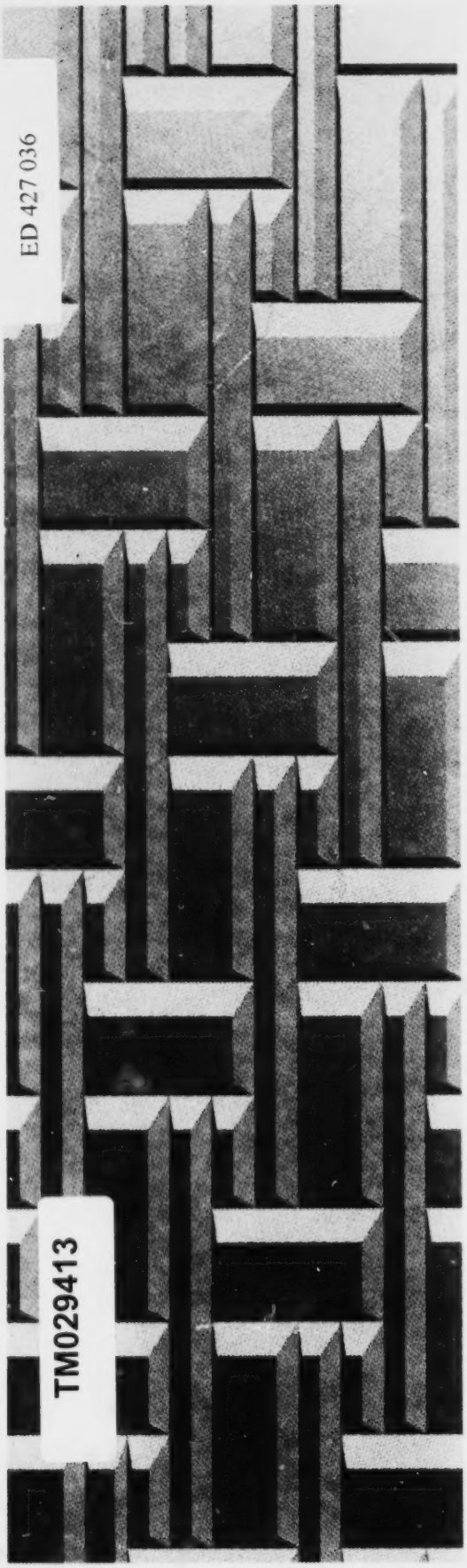

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CHESAPEAKE PUBLIC SCHOOLS

EDUCATION FOR EMPLOYMENT PROGRAM

EVALUATION

OFFICE OF PROGRAM EVALUATION

OCTOBER 1998

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EVALUATION OF THE EDUCATION FOR EMPLOYMENT PROGRAM
HOW TO READ THE EVALUATION REPORT

This report documents the results of the evaluation of the Education for Employment Program. The Table of Contents lists each section of the evaluation project and the related charts and appendices. The report is divided into the following sections:

- **Executive Summary of the Evaluation**
- **Overall Findings, Conclusions, and Recommendations**
- **Evaluation Proposal**
- **Review of the Literature**
- **Group Interviews with Education for Employment Students**
- **Group Interview with Education for Employment Teachers**
- **Survey of Education for Employment Teachers**
- **Survey of Vocational Counselors and Guidance Directors**
- **Survey of Principals**
- **Survey of Special Education Staff**
- **Review of the EFE Curriculum**
- **Analysis of Achievement Data**
- **Analysis of Information Regarding Hypothetical Applicant Pool and Students Enrolled**
- **Comparison of the Education for Employment Program Model with the Recommendations in Educational Literature for Programs Serving At-Risk Students**
- **Contacts with Other School Divisions**
- **Appendices**

An **Executive Summary** of the evaluation is provided at the front of the report. The summary is an overview of the evaluation.

The **Overall Findings, Conclusions, and Recommendations** section includes the research questions, performance criteria for success, and final findings, conclusions, and recommendations of the evaluation. To obtain more detailed information regarding the findings, conclusions, and recommendations related to each data collection procedure, the reader should refer to the individual sections of the evaluation. Charts pertaining to each section appear immediately after the pages which refer to them.

The **Evaluation Proposal** defines the scope of the evaluation as agreed upon by team members and the administrators of the project and contains the signature of the program evaluation team leader and the administrators of the project.

The **Review of the Literature** provides information related to the research which guided the data collection activities of the evaluation.

The **Group Interviews with Education for Employment Students** section provides the results of interviews with students from the 1997-98 program and the related findings, conclusions, and recommendations.

The **Group Interview with Education for Employment Teachers** section provides the results of the group interview with seven teachers and the related findings, conclusions, and recommendations.

The **Survey of Education for Employment Teachers** provides the results of the formal survey of all Education for Employment teachers and the related findings, conclusions, and recommendations.

The **Survey of Vocational Counselors and Guidance Directors** section provides the results of the formal survey of the two groups and the related findings, conclusions, and recommendations.

The **Survey of Principals** section provides the results of the formal survey of all high school principals and the related findings, conclusions, and recommendations.

The **Survey of Special Education Staff** section provides the results of the formal survey of special education administrators, transition specialists, special education department chairpersons, and the related findings, conclusions, and recommendations.

The **Review of the EFE Curriculum** section provides the results of the review of the curriculum documents and the related findings, conclusions, and recommendations.

The **Analysis of Achievement Data** section provides the results of an analysis of data to determine the success rate of the Education for Employment program and related findings, conclusions, and recommendations.

The **Analysis of Information Regarding Hypothetical Pool and Students Enrolled** section provides the results of an analysis of information regarding students served in the Education for Employment program and the related findings, conclusions, and recommendations.

The **Comparison of the Education for Employment Program Model with the Recommendations in Educational Literature for Programs Serving At-Risk Students** section provides an analysis of the responses to the checklist of strategies by principals, teachers, vocational counselors and guidance directors, and special education staff and the related findings, conclusions, and recommendations.

The **Contacts with Other School Divisions** section provides the results of telephone contacts with personnel from four other school divisions in the region regarding the Education for Employment program.

The **Appendices** section includes background documents related to the study.

It is hoped that the format of this report will assist the reader in understanding the evaluation of the Education for Employment Program.

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CHESAPEAKE
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EXECUTIVE SUMMARY OF THE EVALUATION

EXECUTIVE SUMMARY

Introduction

The traditional schooling offered in our nation's public school system has for decades served many students well (Quinn 1991). One overriding characteristic of successful students is that they generally possess the self-esteem to interact positively with others and to experience academic achievement (Uroff and Greene 1991). The result is a sense of belonging and the ability to thrive in the typical secondary school setting.

Academic success, unfortunately, has eluded another segment of the secondary population of students in our public schools. The factors which have contributed to the low self-esteem and subsequent lack of academic achievement of these students are varied. They often include family problems (e.g., low socioeconomic status) and personal problems (e.g., teenage pregnancy) related to the pressures and problems of modern-day life that manifest themselves in the educational setting (DeNofa 1993). In many cases, the family and personal problems of these students have been exacerbated by school-related factors such as suspensions, grade retention, course failure, tracking, and ability grouping. The sense of belonging experienced by the mainstream of students is replaced with feelings of alienation and hostility toward the educational environment in a group of students labeled "at-risk youth" (Griffin 1993).

Secondary students who are considered "at-risk" for educational failure are the students in middle and high school who require alternative educational interventions to ensure that they will graduate from high school (DeNofa 1993). Researchers estimate that up to thirty percent of students (approximately 500,000) do not finish high school each year, and the percentage is greater among minority groups in urban schools or students from very low socioeconomic backgrounds (Griffin 1993). One-third to one-half of all dropouts leave school prior to completing tenth grade, but the average age nationwide for dropping out is eighteen (Baldwin, Moffett, and Lane 1992). In Chesapeake, the typical student who drops out of school is sixteen or seventeen years old and in the ninth or tenth grade.

Ironically, the American system of equal educational opportunity for all probably has contributed to the poor performance of at-risk students (and their subsequent dropping out) by attempting to educate all students with essentially one pathway (Baldwin, Moffett, and Lane 1992). The bulk of research on the dropout problem for years focused largely on student behaviors that correlate with dropping out (e.g., poor academic performance, poor attendance). Running counter to this approach is more recent research devoted to (a) identifying practices in the schools which inadvertently aggravate the dropout problem (e.g., remediation, tracking, transitional classes in the early years) (Quinn 1991) and (b) searching for more effective programs to target the behaviors of at-risk students (Baker and Sansone 1990).

What is the Education for Employment program?

Education for Employment (EFE) is an intervention offered by the Chesapeake Public Schools Vocational Education Department as recommended by the Virginia Department of Education. EFE is designed to motivate high school students to stay in school by offering a program of basic living skills, human relations skills, and marketable skills training which prepares students for employment upon leaving school. Cooperative work experience in traditional employment is available to students sixteen years or older. A goal of EFE is to offer career exploration that will lead to enrollment in another vocational education program (e.g., marketing, CTE) once a student completes EFE.

Students in grades nine and above are screened and enrolled in EFE based on three categories of eligibility: (1) academically disadvantaged (a GPA below 2.0), (2) economically disadvantaged (receiving free or reduced lunch), or (3) special education (having an IEP that recommends participation in EFE).

EFE I and II are one-credit elective courses that may be taken up to two years. Students can earn up to four credits in a two-year period by participating in cooperative work experience both years. Successful completion of EFE I and II results in "vocational program completer" status. Students in a traditional schedule attend EFE one bell each day per year. Students exit the program once competencies in the areas of pre-employment, basic living skills, and career exploration are achieved at an 80% level of mastery or upon qualifying for another vocational education program.

EFE was first offered on the middle-school level in Chesapeake in 1982. The program was moved to the high school level in the 1991-92 school year and is now offered in each high school. A total of 165 students in the school division were enrolled in EFE in the 1997-98 school year.

What can be concluded from the review of the literature?

This review of educational literature focuses on factors associated with the type of student enrolled in Education for Employment and the components desirable in interventions designed to keep these students in school. The following conclusions emerged from the literature review:

1. Educational research overwhelmingly supports interventions for students who are at risk for not completing high school.
   - At-risk secondary students are students who require alternative interventions on the middle and high school levels to stay in school.
   - Currently approximately 30% of students do not finish high school each year.
   - The losses in terms of earning power for the individual and for society in general when students leave school prior to graduation are well documented: 50% of dropouts receive welfare payments or are unemployed; 60% of the prison population are dropouts.

2. At-risk students possess characteristics that are readily identifiable and predictable.

- Examples of personal and family traits that characterize many at-risk students include the following:
  - Poor academic performance
  - Low self-esteem
  - Poor attendance
  - In-school delinquency problems
  - Feelings of lack of respect from peers and teachers
  - Two years behind age peers
  - Low socioeconomic status
  - Parents never completed high school
  - Parents are underemployed or unemployed
  - Single parent heads the household
  - History of substance abuse
  - Teen pregnancy
  - Mental and physical health problems

3. Personal and family characteristics previously were thought to be the major predictors of educational failure. Current research places significant responsibility on the school itself as a contributor to the problem, including the following:
   - Unresponsiveness of the school to the needs of at-risk students
   - Failure to match interventions to individual students
   - An impersonal school environment, especially in large schools or schools with large student-to-teacher ratios
   - Lack of incentives to increase participation in extracurricular and cocurricular activities
   - Inappropriate interventions, although well intended, that actually exacerbate the at-risk status of students, including remediation programs, retention, tracking, and ability grouping
   - Emphasis on raising graduation standards with attendant increases in courses and examinations

4. Recommendations for interventions to serve at-risk students center around strategies related to curriculum, instructional methods, support services and resource personnel, and the school environment.

<u>Curriculum and instruction recommendations</u>:
- A sound curriculum that is suitable for serving all students.
- A functional curriculum (i.e., links skills and competencies of the classroom to the outside world) that also addresses study skills, living skills, social skills, and preparation for the world of work.

- Opportunities for cooperative work experiences
- Alternate instructional strategies that emphasize problem-solving, computer-assisted learning, and teamwork
- Staff development opportunities to assist teachers with alternate strategies; systematic evaluations to determine the effectiveness of strategies
- Modeling by teachers of appropriate interpersonal skills that emphasize respect, trust, and caring
- Alternative assessments such as individual learning contracts and incentives based on work-study performance
- High expectations for academic performance; no remediation
- Recognition that teachers are the greatest determinant of the success of a program

Support services and resource personnel recommendations:

- Guidance and counseling programs that are preventive in nature rather than crisis-oriented
- Individual counseling to assure contact with at least one caring adult
- Case management systems on the building level
- Mentoring programs to involve the community
- Career education to establish the relevance of school to occupational goals
- Transitional support as students move from grade to grade and school to school
- Integration of school services with community service organizations and connections with business and industry to increase resources and funding
- Parents involved in the learning processes of their children; assistance to parents as needed

Recommendations related to the school environment:

- A positive school climate in which students are esteemed for their unique strengths and abilities
- Small class sizes and when possible small schools
- Strong administrative commitment on the building level
- Flexible scheduling
- Alternative crediting programs
- Community service projects
- GED Preparation programs
- Acceleration programs which put at-risk students on track with age peers
- Alternative schools when funds are available

5. Local school divisions should begin early tracking of data on their student populations in order to supplement data from the national level regarding characteristics and factors which place their students at risk. With this information, school divisions are in the best position to select effective programs.

How was the Education for Employment program evaluated?

The Education for Employment program was an evaluation project of the 1997-98 school year. The purpose of the evaluation was to examine the following:

- Students served in the EFE program (pool of students considered for enrollment, students enrolled, students who could benefit but were not served)
- Selection criteria and process
- Success rate of the program
- Comparison of the Education for Employment program model with recommendations of educational literature
- Overall level of satisfaction with the program among students, EFE teachers, vocational counselors and guidance directors, high school principals, and special education staff
- EFE programs in other school divisions

The components of the evaluation included the following:

Group interviews with students
Group interview with Education for Employment teachers
Survey of Education for Employment teachers
Survey of vocational counselors and guidance directors
Survey of principals
Survey of special education staff
Review of the EFE curriculum
Analysis of achievement data
Analysis of information regarding hypothetical pool and students enrolled
Comparison of the program model with the recommendations in educational literature
Contacts with other school divisions

What are the major conclusions from the evaluation?

<u>Selection Criteria and Process</u>

1. Based on an analysis of a hypothetical pool of potential ninth-grade students (565) and the number of students enrolled (165) in the 1997-98 EFE program, not all students who potentially would benefit from EFE are considered, particularly ninth graders.
   - Deep Creek High, Great Bridge High, and Hickory High in particular have a low number of students enrolled in comparison to the hypothetical pool.

2. Selection criteria for EFE does include the three categories of eligibility established by the Virginia Department of Education for the EFE program: Academically disadvantaged, economically disadvantaged, special education.

- Other factors which make students at-risk for dropping out of school (e.g., disciplinary, truancy problems) are also considered.

3. The process for identifying and selecting students in the three categories of eligibility is informal and varies among schools. Groups interviewed and surveyed disagreed as to who selects students for the program.
   - EFE teachers recruit students for the program but have little input into who is enrolled.
     - Students sometimes are enrolled without prior notification through the regular scheduling process.
     - Students frequently are enrolled upon the recommendation of a special education teacher.

4. Enrolled students in the category of special education represent the largest group of students (58%) in the 1997-98 EFE program; regular education students may be under served.

5. Students in the three categories of eligibility in grades 9-12 are enrolled in EFE. A major program goal of EFE is to assist students in transitioning to another vocational program; one-third of the students enrolled in the 1997-98 program are in grades 11 and 12 and are not in a position to transition.

6. Students who are over age for grade level are under represented in the EFE program.
   - Hypothetical pool of 114 over-age ninth graders; 28 over-age students in grades 9-12 enrolled

7. The size of the hypothetical pool indicates a clear need for programs that target academically disadvantaged ninth-grade students with a GPA below 2.0.
   - The majority of students (68%) enrolled in the 1997-98 program are in grades 9 and 10 when students frequently drop out of school.

<u>Program Success</u>

8. Of the 85 ninth graders in the 1994-95 EFE program who did not transfer:
   - The majority (64%) are scheduled to complete high school.
   - One-third (36%) dropped out of school.
   - Only 38% enrolled after EFE in courses that resulted in vocational program completer status in a vocational area other than EFE (e.g., CTE); an additional 22% took some other vocational classes.
     - The majority (60%) enrolled in at least one vocational course after EFE.

The majority of EFE teachers surveyed over estimated (a) the number of students transitioning to other vocational programs and (b) the number of students graduating from high school.

9. EFE teachers, vocational counselors, guidance directors, and principals are very satisfied with the EFE program. EFE students and special education staff are satisfied.

Program Model

10. The EFE program offers many of the strategies for serving at-risk students recommended in educational literature. Groups interviewed and surveyed, however, indicated a need for improvement as follows:

- Greater integration of the EFE curriculum with the four core subject areas and technology
- Higher expectations for academic work
- More students involved in work experience
  - Most students interviewed were not working due to the kinds of jobs available or extenuating circumstances (e.g., transportation problems).
  - Those students working indicated that they obtained their own jobs.
- Stronger link with guidance
  - Only 46% of vocational counselors and guidance directors at the senior high schools indicated they are involved or very involved with the EFE program
- Implementation of a volunteer mentoring component
- Implementation of a case management component for students involved in the court system

11. The Chesapeake EFE curriculum is outdated and has a number of limitations when compared to the recommendations of the 1996 Virginia Department of Education curriculum guide. (The EFE curriculum typically has been updated every five years; the current curriculum was written in 1993.)

- The current Chesapeake curriculum is limited in its relationship to the four core subject areas of English, math, science, and social studies.

- There is no clear correlation of the tasks/competencies of the Chesapeake curriculum with the Virginia Standards of Learning.

- The scope of the Chesapeake EFE curriculum currently does not include the breadth and depth recommended in the 1996 Virginia Department of Education EFE Curriculum Guide.
  - The Chesapeake curriculum consists of a limited number of isolated activities that focus on the mechanics of getting a job, functioning in the workplace, and managing income.

- The sequence of tasks/competencies for the Chesapeake curriculum does not follow the recommended sequence of the 1996 state curriculum guide and does not appear to provide an adequate foundation of career exploration for Level I EFE students.
  - The state curriculum guide recommends career exploration as an initial competency rather than as a culminating competency to allow students to establish attainable expectations for future employment.
    - Long-range expectations for employment (e.g., pharmacist, lawyer) mentioned by some students in interviews may not be possible with their current academic program.
  - The mechanics of getting a job, functioning in the workplace, and managing income would be more relevant after students have completed the career exploration component of the curriculum. Based on other data that include student interviews, most students currently are not working, and many have not selected a potential vocation.

- The predominant assessment method used to determine mastery of competencies in Chesapeake appears to be traditional paper-and-pencil tasks. The state curriculum recommends varying the methods of assessment (e.g., portfolios and projects).

- The supplementary materials provided by the Virginia Department of Education support the 1996 state curriculum guide. The supplementary materials contain ample resources for updating and aligning the local curriculum with the recommendations of the state, yet there is no evidence that these materials are used.

- The Chesapeake Department of Curriculum and Instruction provides an appropriate format for documenting an updated curriculum (i.e., correlation with Standards Of Learning, objectives, resources, recommended activities, and assessment methods).

12 Teachers believe the program would be improved by the following:

- Updating computer equipment

- Identifying potential students in middle school

- Adding EFE teachers in schools with a large number of potential students
- Increasing communication with faculty, guidance counselors, and the feeder middle schools
- Providing financial assistance and staff support to increase opportunities for field trips
- Providing teacher assistants
- Reducing class sizes when special education students are served
  - Based on an analysis of 1997-98 EFE sections by school, all sections except one have 13 or fewer students.
- Coordinating services with the Special Education Department
  - Only 36% of special education staff said they are involved or very involved with the program, yet 58% of students in the 1997-98 program are special education.
- Avoiding a duplication of services that teachers believe occurs with some special education students

Students would like to see the following improvements:

- Opportunities to visit work sites
- Increased opportunities to participate in vocational-related clubs
- More computers in the classroom

What are the major recommendations for the Education for Employment program?

1. Formalize the student identification and selection process for the EFE program in all schools. To ensure that all students in the three categories of eligibility are considered and that students most in need are served, the following identification and selection process is recommended:
   - A schoolwide "safety net" team (i.e., administrators, guidance and vocational counselors, teachers) should be used to identify potential students. The EFE teacher and a special education staff member should be included as ad hoc members of the team.

- Using the student data management system, the team should generate at the end of each nine weeks a list of ninth graders with a GPA below 2.0 who qualify in one or more of the three categories of eligibility.
- The team should consider additional information from student profiles and recommendations from school staff (a) to select students from each category who would benefit most from the program and (b) to ensure that services are coordinated.
- A staff member of the feeder middle school should assist the "safety net" team in identifying potential EFE students and facilitating the transition of students into the secondary EFE program.
- A formal means of informing all students and parents of the recommendation to enroll any student in the EFE program should be established. This would replace the current practice in some schools of enrolling some students through the regular scheduling process without counseling.
- To facilitate the transition of students into the secondary EFE program, the roster of rising ninth graders recommended for EFE should be available to EFE teachers in late spring. This would allow EFE teachers and vocational counselors to conduct a summer program for prospective students and parents. The introductory EFE program would (a) prepare students for entry into the senior high EFE program (e.g., conduct Level I vocational assessments; visit work sites), (b) introduce senior high staff involved with the EFE program to students and parents, and (c) clarify the goals (e.g., vocational program completer status) and expectations of the EFE program to all involved.

2. Increase the number of students in under-enrolled schools (e.g., Great Bridge and Hickory) through the systematic use of the schoolwide student data management system by the "safety net" team.

3. Clarify information regarding the EFE program to administrators, faculty, and regular and vocational guidance counselors.

4. Increase formal communication and planning with the Special Education Department on the school and central office levels to ensure that (1) students are appropriately enrolled, (2) ongoing support is provided to students, and (3) the curriculum is understood and coordinated.

5. Continue to provide regular education students in all schools with the opportunity to enroll in the EFE program to ensure that they are not under served.

6. Clarify the responsibilities and the expected level of involvement of the vocational counselor in the EFE program, and emphasize the importance of providing ongoing support to EFE students (e.g., monitoring progress toward vocational program completer status, counseling students regarding Academic Tech Prep).

7. Develop and implement a new Chesapeake EFE curriculum. Use the 1996 revised Virginia Curriculum Guide to determine the competencies to be taught in Level I and II EFE courses.

Use the process and format recommended by the Chesapeake Department of Curriculum and Instruction for documenting the curriculum.

- The current emphasis on a limited number of isolated activities with a narrow focus should be shifted to the broader, more in-depth study of the world of work recommended in the state curriculum guide.

  Example:
  The current CPS P4.9 "Given an occupation and a complete telephone directory, the student will locate the relevant information to that occupation as specified by the instructor with 90% accuracy."

  To be replaced by VA/1.1 "Compare occupations involving agriculture, natural resources, and the environment; student will include in the comparison major responsibilities, working conditions, education/training requirements for selected entry-, technical-, and professional-level jobs; salary ranges; and opportunities for advancement."

- A Chesapeake curriculum guide with sample activities that include a variety of instructional activities and appropriate assessment methods should be developed.
- The Chesapeake curriculum guide should reflect the use of appropriate supplementary materials provided by the Virginia Department of Education.
- The textbook/workbook currently used should be reviewed to determine if the materials support the updated state curriculum.
- The Chesapeake Competency Record should be revised to reflect the recommendations of the 1996 Virginia Curriculum Guide.

8. Follow the sequence of tasks/competencies recommended in the Virginia Department of Education Guide to provide Career Exploration as an initial project in EFE I.
   - Shift the emphasis of the program to a more field-based approach (e.g., provide greater opportunities for students to visit job sites and interact with people in the workplace).

9. Provide a clear description of the correlation between the Chesapeake EFE curriculum and the Virginia Standards of Learning based on the model used in the regular instructional program.

10. Encourage staff development for EFE teachers that emphasizes activity/application strategies in the EFE classroom.

- The EFE-sponsored craft show at Indian River High School provides an excellent example of an activity/application strategy.
  - The activities required for students to implement the craft show project appear to correlate with the following tasks/competencies recommended in the 1996 Virginia Department of Education EFE Curriculum Guide:

    Level I, #4.3., page 6, Explore worker requirements and expectations - communications, teamwork, problem-solving, customer service skills.

    Level I, #5.3, page 7, Describe ways to take responsibility - customer service, resolving conflict, working to deadlines, completing assignments.

    Level I, #3.1, page 15, Investigate problems involving customer service.

    Level I, #3.3, page 15, Investigate problems involving resource management.

    Level I, #5.7, page 16, Select opportunities for community involvement and leadership.

    Level II, #3.1, page 24, Display positive work traits and attitudes - good self-management, teamwork, problem solving.

    Level II, #3.4, page 24, Use elements of business/social protocol to enhance opportunities for success - office politics, conduct/dress, relationships with co-workers.

11. Clarify or redefine the goal of "transitioning to a specific vocational program" to all groups involved in EFE. To address the fact that (a) only one-third of the ninth graders in the 1994-95 EFE program enrolled after EFE in courses that would result in vocational program completer status in a vocational area other than EFE, (b) one-third of current students are in grades 11 and 12 and have a limited opportunity to reach vocational program completer status in another vocational program, and (c) 1997-98 EFE students interviewed indicated a lack of awareness of the goal:

- Counsel students regarding this option upon entry in the EFE program. Emphasize the importance of the goal on a continuing basis.
- Emphasize the importance of the role of the vocational counselor in providing information regarding courses needed after EFE to attain vocational program completer status in another vocational program.
- Increase formal communication and planning with the Special Education Department on the school and central office levels to ensure that staff members are fully informed as to the vocational education options available to special education students after EFE.
- Align the Chesapeake curriculum with the 1996 revised Virginia Curriculum Guide which emphasizes career exploration for Level I EFE students

12. Target predominantly students in ninth-grade with a below average GPA so that students have several years to transition to other vocational programs.

13. Continue to offer the strategies which educational literature recommends for programs that serve at-risk youth in the Education for Employment program. Some of the strategies appear to be limited in the program, and the following additional recommendations may increase the percentage of EFE students completing high school:
    - Encourage more EFE students to seek work experience.
    - Increase parental involvement (i.e., contact all parents periodically regarding student progress).
    - Increase opportunities for EFE students to participate in the cocurricular activities of other vocational programs.
    - Provide students with Level II vocational assessments to help students formulate career goals.
    - Explore the possibility of providing a formal volunteer mentoring component in the EFE program.
    - Integrate technology more fully into the EFE curriculum.
        - Teach students to use computers to complete assigned projects rather than the current practice in some schools of using computers (e.g., computer games) when students finish assigned classwork.

14. To increase the number of EFE students employed:
    - Provide students with opportunities to gain firsthand knowledge of the workplace through visits to work sites and job shadowing experiences.
    - Provide funding for vocational-related field trips.
    - Design class projects that develop skills students will need in the workplace (e.g., projects similar to the craft shows sponsored by IRHS each year).
    - Provide more assistance to students in obtaining jobs.
    - Provide additional vocational programs that provide training in the service trade areas (e.g., building maintenance, commercial food services).

15. Increase high quality programs or support services for regular education ninth and tenth graders with a below average GPA (approximately 1,000 students) who currently are not served by any program.

CHESAPEAKE PUBLIC SCHOOLS

OVERALL FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

OVERALL FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This section presents the overall findings, conclusions, and recommendations from the following: Interviews with students, group interview with Education for Employment teachers, survey of Education for Employment teachers, survey of vocational counselors and guidance directors, survey of principals, survey of special education staff, review of the EFE curriculum, analysis of achievement data, analysis of information regarding applicant pool and students enrolled, comparison of program model with the recommendations from educational literature, and contacts with other school divisions.

PERFORMANCE CRITERIA FOR SUCCESS: See Evaluation Proposal, page 35.

OVERALL FINDINGS: See Chart 1, page 17.

Who is served in the Education for Employment program?

1. Students **enrolled** in the 1997-98 EFE program:

- A total of 165 students in grades 9 - 12 were enrolled.
  - According to teacher records, EFE students were represented in the three categories of eligibility as follows:
    - Special education students: 58%
    - Academically disadvantaged students: 36%
    - Economically disadvantaged students: 6%
  - Grade levels of students enrolled were as follows:
    - Ninth graders: 32%
    - Tenth graders: 36%
    - Eleventh graders: 18%
    - Twelfth graders: 14%
      - Of the twelfth graders enrolled, 75% were special education students.
  - Twenty-eight students were over age for grade level.
  - The majority of 1997-98 students (68%) were in ninth and tenth grades when students frequently drop out of school.
- EFE teachers interviewed described the population of EFE students as follows:
  - Emotionally immature
  - Educationally disadvantaged (i.e., in the bottom quartile on standardized tests)
  - Lacking in social and job skills
  - Special education students

CHART 1
SUMMARY OF OVERALL FINDINGS

DATA SOURCE	# Students in hypothetical pool?	# Students enrolled? (97-98)	Standard selection criteria and process?	# students enrolled in 3 categories of eligibility? (97-98)	Successful program? # staying in school? (93-94)	Successful program? # students transitioning? (93-94)	Program model offers recommended strategies?	Satisfaction with program?
Group Interviews with EFE Students	NA	NA	Criteria: yes Process: no	NA	Most said would not have dropped without EFE	Most indicated not transitioning or had no knowledge	Limited integration w/core subjects and technology	Most satisfied
Group Interview with EFE Teachers	NA	NA	Criteria: yes Process: no	NA	High percentage according to most teachers	High percentage according to most teachers	Need more coordination with guidance/special ed staff	Most satisfied
Survey of EFE Teachers	NA	NA	Criteria: yes Process: no	NA	81-100% according to 57% of teachers	81-100% according to 57% of teachers	Yes	86% very satisfied 14% satisfied
Survey of Voc'l Counselors and Guidance Directors	NA	NA	Criteria: yes Process: no	NA	41-100% according to 91% of counselors	41-100% according to 72% of counselors	Only 46% involved or very involved	18% very satisfied 64% satisfied
Survey of Principals	NA	NA	Criteria: yes Process: no	NA	NA	NA	Yes	75% very satisfied 25% satisfied
Survey of Special Education Staff	NA	NA	Criteria: yes Process: no	NA	61-100% according to 82% of special ed staff	61-100% according to 54% of special ed staff	Only 36% involved or very involved	27% very satisfied 64% satisfied
Review of EFE Curriculum	NA	NA	NA	NA	NA	NA	Outdated curriculum	NA
Analysis of Achievement Data	NA	NA	NA	NA	64% scheduled to complete 36% dropped out	38% vocational prog completers (areas other than EFE) 60% at least one course	36% dropped out 38% vocational prog completers (areas other than EFE)	NA
Analysis of Hypothetical Pool/Students Enrolled	565 ninth graders in hypothetical pool (GPA below 2.0) 114 over-age ninth graders	165 EFE stus (9-12) 53 ninth graders or 9% of hypothetical pool 28 over-age (9-12)	NA	Enrolled: Special ed: 58% Acad disadv: 36% Econ disadv: 6% Hypothetical Pool: Spec ed: 34% Over age: 20% Econ disad: 46%	NA	NA	NA	NA
Program Model Comparison	NA	NA	NA	NA	NA	NA	EFE offers to some extent all strategies	NA
Contacts with Other School Divisions	NA	NA	Criteria: yes Process: no	NA	No achievement data	No achievement data	NA	Yes

- Students with behavioral and attendance problems
- A transient population of students

2. **Hypothetical pool** of potential students for the 1997-98 EFE program:

- A total of 565 ninth-graders with a GPA below 2.0 after the first semester of the 1997-98 school year were identified through the Student Data Management System as a pool of potential EFE students.
  - The 565 students represent 18.6% of the entering ninth grade for 1997-98.
  - One hundred fourteen ninth graders were over age for grade level.
- Students in the hypothetical pool were represented in the three non-duplicated categories of eligibility as follows:
  - Economically disadvantaged students: 46%
  - *Special education students: 34%
  - Over-age students: 20%

3. **Comparison** of the number of students **enrolled** in the 1997-98 EFE program with the number of students in the **hypothetical** pool:

- The 53 ninth graders enrolled in the 1997-98 EFE program represent only 9% of the hypothetical pool of 565 ninth graders.
  - Similar numbers are likely for tenth graders as well.
  - At all high schools, only a small number of ninth graders are enrolled in EFE in comparison to the hypothetical pool of students.
    - Numbers enrolled in comparison to the pool are especially low at Deep Creek High (4 enrolled; 132 in pool), Great Bridge High (3 enrolled; 51 in pool), and Hickory High (0 enrolled; 36 in pool).
- One hundred fourteen ninth graders in the hypothetical pool were over age for grade level; only 28 over-age students in grades 9 - 12 were enrolled in the 1997-98 program.
- EFE teachers surveyed were divided as to whether all students in the ninth grade with a GPA below 2.0 in the three categories of eligibility, or only a limited number, make up the pool of students considered for enrollment in EFE.

* Students were first classified as to special education before other categories were considered.

- Most principals (75%) and vocational counselors and guidance directors (75%) surveyed said that all ninth graders who meet the EFE criteria are considered.
  - Only 46% of vocational counselors and guidance directors at the senior high schools indicated that they are involved or very involved with the EFE program
- Special education staff disagreed as to whether all or only a limited number of special education students are considered.

- Only 36% of special education staff indicated that they are involved or very involved with the EFE program

- High percentages of all groups indicated the pool of students considered for the program is correct.

4. EFE **selection criteria**:

- Students enrolled in the 1997-98 Education for Employment program qualified in one or more of the three categories of eligibility (i.e., 36% academically disadvantaged, 6% economically disadvantaged, 58% special education).

- EFE teachers, vocational counselors, guidance directors, special education staff and principals indicated that the three categories of eligibility are used to identify and select students.
  - EFE teachers said other at-risk factors such as disciplinary and truancy problems are also included in the selection criteria.

- The majority of all groups responding indicated that students most in need are served rather than a balanced number of students from each category.
  - In some schools a high percentage of special education students are enrolled.
    - One counselor commented in the survey that regular education students in her school are under served.

- High percentages of all groups indicated the selection criteria are correct.

5. EFE **selection process**:

- A high percentage (72%) of EFE teachers who were surveyed said students are selected for the program by someone other than the EFE teacher.
  - EFE teachers interviewed said they actively recruit students for the program (e.g., checking school records) but have limited input in the selection process.
    - Teachers indicated students are scheduled into EFE from a variety of sources (e.g., administrators, counselors, EFE and other teachers)
    - Some students indicated in interviews that they had been scheduled into EFE without prior notification.

  - Principals, vocational counselors, and guidance directors were divided as to who selects students for the program.
  - Special education staff did not agree on who selects students.

- Groups generally agreed that students most in need are selected.

- High percentages of all groups indicated the selection process is appropriate.

- Most of the students interviewed said guidance counselors and teachers recommended the EFE program to them.
  - Some students had been in the program in middle school and continued the program in senior high school.
  - Some said they had been scheduled into the program as an elective course without prior notification.

- Contacts with four other school divisions in the region indicated that they use an informal process of identification and selection for the EFE program.

What is the success rate of the EFE program?

1. Number of ninth graders in the 1994-95 EFE program who **completed high school**:

   - A total of 108 ninth graders were enrolled in the 1994-95 program.
     - Eighty-five students did not transfer to another school division. The academic records of this group were analyzed to determine program success.

   - Fifty-four of the 85 students (64%) are scheduled to complete high school.
     - The majority (57%) of teachers responded in the survey that in their professional opinion 81 to 100% of EFE students complete school.
     - Most (91%) of the vocational education counselors and guidance directors responded that 41 to 100% complete high school.
     - Most (82%) of the special education staff members responded that 61 to 100% of special education EFE students complete high school.

   - Thirty-one (36%) of the 85 students dropped out of school.

   - Most of the students in the 1997-98 program said in interviews that they would have stayed in school whether or not they enrolled in the EFE program.

2. Number of ninth graders in the 1994-95 EFE program who transitioned to another vocational education program:

   - Thirty-two (38%) of the 85 students enrolled after EFE in other vocational education courses that would result in vocational program completer status in a vocational area other than EFE (e.g., CTE). (Vocational program completer status is a measure of vocational achievement).
     - The majority (57%) of teachers responded in the survey that in their professional opinion 81 to 100% of EFE students who do not transfer transition after EFE to another vocational education program.
     - Most (72%) of the vocational education counselors and guidance directors responded that 41 to 100% of EFE students transition to another vocational education program.

- The majority (54%) of special education staff members responded that 61 to 100% of special education students transition to another vocational education program.

- Nineteen (22%) of the 85 students enrolled in additional selected vocational education courses after EFE but did not achieve vocational program completer status in a vocational area other than EFE.

- Three (4%) of the 85 students did not enroll in any additional vocational education courses.

- Only a few of the 40 students interviewed said they plan to transition to another vocational education program.
  - Some students were seniors and would be graduating; others were unsure about transitioning.

How does the program model compare with the recommendations in educational research on at-risk students?

1. Responses of principals, EFE teachers, vocational counselors and guidance directors, and special education staff indicate that the program offers to some extent all of the strategies recommended in educational literature.

   - Only principals responded that the curriculum is based on the four core subject areas and offers flexible entry and exit during the school year.
     - EFE teachers interviewed said students enter and exit at the beginning and end of the year; EFE courses are elective courses. Greater flexibility for exit and entry is provided to special education students.
     - Students who complete EFE I and II currently receive one of the five science or mathematics credits required for graduation.
   - Only 36% of special education staff and 46% of vocational counselors and guidance directors indicated that they are involved or very involved in the EFE program.

2. The majority of all groups believe the following strategies are offered:

   - A functional curriculum offering study skills, living skills, social skills, and cooperative work experience
   - Computer-assisted learning
   - Alternative assessments
   - A one-on-one relationship with a caring adult staff member
   - A career education component
   - Linkages with business and industry
   - Parental involvement
   - A strong administrative commitment on the building level
   - Small class sizes

3. Groups were divided as to whether the following strategies are offered:

- High expectations for academic work
- Strong guidance linkage
  - Only 46% of vocational counselors and guidance directors said they are involved or very involved in the EFE program.
- Volunteer mentoring component
- Case management component
- Alternative crediting program
- Opportunities for acceleration

4. Based on the comments of students interviewed:

- There is no strong integration of the four core subject areas within the EFE program and no strong integration of computer skills; students indicated that computers are used either as filler time (e.g., computer games) or used on a very limited basis (e.g., once a month).
- In most schools instruction is not varied in either pace or scope for individuals or groups; the whole class completes an assignment before beginning the next one.
- In at least two schools, topics covered in EFE I and II are much the same.
- Parental involvement is limited unless there are extenuating circumstances (e.g., behavior problems).

5. Students interviewed said the focus of the program is skills for the workplace and life skills training, including the following topics:

- Filling out job applications
- Interview skills
- Using the phone book for job searches
- Getting along with others
- Keeping a checkbook
- Filing taxes
- Figuring overtime pay
- Parenting skills

6. Cooperative work experience is an option in the EFE program.

- Teachers interviewed said most students do not work due to a lack of employment skills.
  - Only 7 of the 40 students interviewed said they working; most obtained their own jobs.
  - Students not working said they did not like the type of jobs available or had problems such as lack of transportation.
  - Students interviewed said they would like more opportunities to visit work sites to orient them to the workplace.

- Long-term plans of EFE students interviewed include college/trade school, the military, or employment.
  - Several students said they would like to pursue professional careers (e.g., pharmacist, nurse, lawyer) which may not be possible with their current academic program.
- Cooperative work experience is optional in two of the four school divisions contacted. Another school division never adopted the component; the fourth requires cooperative work.

7. Based on a review of the EFE curriculum:

- The Virginia Department of Education EFE Curriculum Guide (1996) is designed to serve as a model for the EFE curriculum in Chesapeake and other local divisions.
  - The state curriculum recommends:
    - A total of 70 tasks/competencies to be taught in depth on three levels with modification at the local level.
    - A heavy emphasis on career exploration in EFE I (grades 9, 10, 11).
    - A heavy emphasis on the transition from school to work in EFE II (grades 10, 11, 12).
    - A standard of competency be established for each task with varying methods of assessment developed at the local level.
    - Correlation of tasks/competencies with the Virginia Standards of Learning.
  - The Department of Education provides supplementary materials to assist local school divisions in developing a challenging curriculum with appropriate activities.
- The Chesapeake EFE curriculum was last revised in 1993 based on the 1983 Virginia EFE/WECEP Instructional Materials Manual. The curriculum consists of 25 tasks/competencies in five areas: Orientation, Pre-Employment, Performance Objectives, Basic Living Skills, and Career Exploration. In the Chesapeake curriculum:
  - The tasks/competencies focus largely on the "mechanics" (e.g., completing multiple job applications) associated with getting a job, functioning in the workplace, and managing income.
  - The sequence of tasks/competencies differs from the sequence recommended in the 1996 state curriculum guide (e.g., career exploration is taught first in the state curriculum and last in Chesapeake).
  - It appears that mastery of the tasks/competencies occurs within a designated time frame on a paper-and-pencil assessment.
  - The Chesapeake curriculum does not include a description of the correlation with the Virginia Standards of Learning.
  - There is no evidence that supplementary materials provided by the Virginia Department of Education have been incorporated.
  - There is no mention of a 1991 textbook/workbook, *Learning for Earning*.

which the Educational Resource Center indicates was adopted in the 1997-98 school year.

- The curriculum format does not conform to that recommended by the Chesapeake Public School Department of Curriculum and Instruction.

All of the other school divisions contacted have updated or are in the process of updating the local curriculum based on current guidelines (1996) from the Virginia Department of Education.

- Most have begun aligning the local curriculum with the new Standards of Learning.

What is the overall level of satisfaction with the program?

1. Groups interviewed and surveyed indicated the following levels of satisfaction with the EFE program:

   - EFE teachers interviewed said they are satisfied with the EFE program
     - Eighty-six percent of teachers surveyed are very satisfied; fourteen percent are satisfied.
   - EFE students interviewed expressed satisfaction with the program.
   - Seventy-five percent of principals surveyed are very satisfied; twenty-five percent are satisfied.
   - Sixty-four percent of vocational counselors and guidance directors surveyed are very satisfied; eighteen percent are satisfied.
   - Twenty-seven percent of special education staff surveyed are very satisfied; sixty-four percent are satisfied.

2. EFE teachers interviewed mentioned the following advantages of the program:

   - A curriculum they consider relevant to the population of students
   - A supportive teacher who works one on one with students
   - An opportunity for academically/economically disadvantaged and special education students to learn social and life skills along with the core courses.
   - An opportunity for students to transition into other vocational programs and to complete high school

3. EFE teachers said the program could be improved as follows:

   - Updating computer equipment
   - Identifying potential students in middle school
   - Adding EFE teachers in schools with a large number of potential students
   - Increasing communication with faculty, guidance counselors, and the feeder middle schools
   - Providing financial assistance and staff support to increase opportunities for field trips
   - Providing teacher assistants
   - Reducing class sizes when special education students are served

- Based on an analysis of 1997-98 EFE sections by school, all sections except one have 13 or fewer students
- Coordinating services with the Special Education Department
- Avoiding a duplication of services that teachers believe occurs with some special education students

4. Students said the major contribution of the EFE program is to provide skills for employment (e.g., filling out job applications, working as a team). Students believe the program will help them get a job. Other aspects of the program mentioned were:

- A teacher with whom they can relate
- Small class sizes
- Less homework than in other courses
- More flexibility in the classroom (e.g., extra credit, less pressure)

5. Students had the following suggestions for improving the EFE program:

- Opportunities to visit work sites
- Increased opportunities to participate in vocational-related clubs
- More computers in the classroom

OVERALL CONCLUSIONS:

The following conclusions are based on an analysis of the findings from all of the data collection activities of the evaluation.

Who is served in the Education for Employment program?

Comparison of **students enrolled** to **hypothetical pool**:

1. It appears that many students in the school division who could benefit from the EFE program are not enrolled, particularly ninth graders.
   - Of the hypothetical pool of 565 ninth graders, 53 ninth graders were enrolled in 1997-98.
   - Deep Creek High, Great Bridge High, and Hickory High in particular have a low number of students enrolled in comparison to the hypothetical pool.

2. Special education students (58%) represent the largest category of students enrolled in the 1997-98 EFE program, followed by the academically disadvantaged category (36%).
   - Regular education students may be under served.
     - The largest category of ninth graders in the hypothetical pool are students on free or reduced lunch (46%), followed by special education (38%).

3. Students who are over age for grade level are under represented in the EFE program.

- Hypothetical pool of 114 over-age ninth graders; 28 over-age students in grades 9-12 enrolled

4. The size of the hypothetical pool indicates a clear need for programs that target academically disadvantaged ninth-grade students with a GPA below 2.0.

5. The majority of students (68%) enrolled in the 1997-98 program are in grades 9 and 10. Students frequently drop out of school in these grades.

Selection Criteria:

6. Selection criteria for the program include the three categories of eligibility established by the Virginia Department of Education (i.e., academically disadvantaged, economically disadvantaged, special education) as well as other at-risk factors (e.g., disciplinary, truancy problems).

7. Students in the three categories of eligibility in grades 9-12 are enrolled in EFE. A major program goal of EFE is to assist students in transitioning to another vocational program; one-third of the students enrolled in the 1997-98 program are not in a position to do so.
   - Approximately one-third of the students are in grades 11 and 12.
     - Eleventh graders have a very limited opportunity to transition.
     - Twelfth graders have no opportunity to transition. (Most of the twelfth graders in the 1997-98 program were special education students.)

Selection Process:

8. The process for identifying and selecting students is informal and varies among schools. As a result, all potential students in the three categories of eligibility may not be considered for the program.

9. EFE teachers recruit students for the program but have very little input in the final selection and enrollment of students.
   - The process for selecting students sometimes includes enrolling through the regular scheduling process a limited number of identified students without prior notification.

10. Special education teachers seeking to mainstream students with "nurturing" teachers enroll many students in the program.

What is the success rate of the Education for Employment program?

Number who completed high school:

11. The majority (64%) of ninth graders in the 1994-95 EFE program who did not transfer are scheduled to complete high school; however, over one-third dropped out of school.

- Deep Creek High (55%) and Western Branch High (60%) had the highest percentages of students dropping out.
- All other schools had approximately one-third of their students drop out.

Number who transitioned to another vocational education program:

12. Only 38% of the 85 ninth graders in the 1994-95 EFE program who did not transfer enrolled after EFE in vocational education courses that resulted in vocational program completer status in a vocational area other than EFE. An additional 22% took some vocational classes.

- Great Bridge High (61%) had the highest percentage of students enrolling in other courses leading to completer status.
- The majority of EFE teachers surveyed over estimated (a) the number of students transitioning to other vocational programs and (b) the number of students graduating from high school.

13. The majority of students who stayed in school enrolled in at least one vocational course after EFE.

How does the program model compare with the recommendations of educational research on programs for at-risk students?

14. Based on the responses of groups surveyed and interviewed, the Education for Employment program model offers many of the strategies recommended in educational literature.

15. All groups except principals indicated a limited relationship to the four core subject areas and lack of flexible entry and exit during the school year.

In addition, divided responses pertaining to the following indicate the need either to strengthen or clarify the strategies:

- High expectations for academic work
- Strong link with guidance
  - Only 46% of vocational counselors and guidance directors at the senior high schools indicated they are involved or very involved in the EFE program.
- Volunteer mentoring component
- Case management component for those involved in the court system

16. Most EFE students have not exercised the cooperative work experience option due to the type of work available and extenuating circumstances such as transportation and lack of employment skills.
  - Those students working indicated that they obtained their own jobs.

17. Based on a comparison of the 1996 Virginia Department of Education EFE curriculum guide and the current Chesapeake curriculum document, the Chesapeake curriculum is outdated

(the EFE curriculum typically has been updated every five years; the current curriculum was written in 1993) and has the following limitations:

- The Chesapeake curriculum is limited in its relationship to the four core subject areas of English, math, science, and social studies.
- There is no clear correlation of the tasks/competencies of the Chesapeake curriculum with the Virginia Standards of Learning.
- The scope of the Chesapeake EFE curriculum currently does not include the breadth and depth recommended in the 1996 Virginia Department of Education EFE Curriculum Guide.
  - The Chesapeake curriculum consists of a limited number of isolated activities that focus on the mechanics of getting a job, functioning in the workplace, and managing income.
- The sequence of tasks/competencies for the Chesapeake curriculum does not follow the recommended sequence of the state curriculum guide and does not appear to provide an adequate foundation of career exploration for Level I EFE students.
  - The 1996 state curriculum guide recommends career exploration as an initial competency rather than as a culminating competency to allow students to establish attainable expectations for future employment early in the program.
  - The mechanics of getting a job, functioning in the workplace, and managing income would be more relevant after students have completed the career exploration component of the curriculum. Based on other data that include student interviews, most students currently are not working, and many have not selected a potential vocation. Some students have career expectations (e.g., pharmacist, lawyer) for which they will not be prepared.
- The predominant assessment method used to determine mastery of competencies in Chesapeake appears to be traditional paper-and-pencil tasks. The state curriculum recommends varying the methods of assessment (e.g., portfolios and projects).

The supplementary materials provided by the Virginia Department of Education support the 1996 state curriculum guide. The supplementary materials contain ample resources for updating and aligning the local curriculum with the recommendations of the state, yet there is no evidence that these materials are used.

The Chesapeake Department of Curriculum and Instruction provides an appropriate format for documenting an updated curriculum (i.e., correlation with Standards Of Learning, objectives, resources, recommended activities, and assessment methods).

What is the overall level of satisfaction with the program?

18. Most EFE teachers, vocational counselors, guidance directors, and principals are very satisfied with the Education for Employment program. EFE students and special education staff are satisfied with the program.

19. EFE teachers suggested the following to improve the program:

- Updating computer equipment
- Identifying potential students in middle school
- Adding EFE teachers in schools with a large number of potential students
- Increasing communication with faculty, guidance counselors, and the feeder middle schools
- Providing financial assistance and staff support to increase opportunities for field trips
- Providing teacher assistants
- Reducing class sizes when special education students are served
  - Based on an analysis of 1997-98 EFE sections by school, all sections except one have 13 or fewer students
- Coordinating services with the Special Education Department
  - Only 36% of special education staff said they are involved or very involved with the program; *yet 58%* of students in the 1997-98 program are special education
- Avoiding a duplication of services that teachers believe occurs with some special education students

Students suggested the following to improve the program:

- Opportunities to visit work sites
- Increased opportunities to participate in vocational-related clubs
- More computers in the classroom

OVERALL RECOMMENDATIONS:

1. Formalize the student identification and selection process for the EFE program in all schools. To ensure that all students in the three categories of eligibility are considered and that students most in need are served, the following identification and selection process is recommended:
   - A schoolwide "safety net" team (i.e., administrators, guidance and vocational counselors, teachers) should be used to identify potential students. The EFE teacher and a special education staff member should be included as ad hoc members of the team.
   - Using the student data management system, the team should generate at the end of each nine weeks a list of ninth graders with a GPA below 2.0 who qualify in one or more of the three categories of eligibility.
   - The team should consider additional information from student profiles and recommendations from school staff (a) to select students from each category who would benefit most from the program and (b) to ensure that services are coordinated.
   - A staff member of the feeder middle school should assist the "safety net" team in identifying potential EFE students and facilitating the transition of students into the secondary EFE program.
   - A formal means of informing all students and parents of the recommendation to enroll any student in the EFE program should be established. This would replace the current

practice in some schools of enrolling some students through the regular scheduling process without counseling.

- To facilitate the transition of students into the secondary EFE program, the roster of rising ninth graders recommended for EFE should be available to EFE teachers in late spring. This would allow EFE teachers and vocational counselors to conduct a summer program for prospective students and parents. The introductory EFE program would (a) prepare students for entry into the senior high EFE program (e.g., conduct Level I vocational assessments; visit work sites), (b) introduce senior high staff involved with the EFE program to students and parents, and (c) clarify the goals (e.g., vocational program completer status) and expectations of the EFE program to all involved.

2. Increase the number of students in under-enrolled schools (e.g., Great Bridge and Hickory) through the systematic use of the schoolwide student data management system by the "safety net" team.

3. Clarify information regarding the EFE program to administrators, faculty, and regular and vocational guidance counselors.

4. Increase formal communication and planning with the Special Education Department on the school and central office levels to ensure that (1) students are appropriately enrolled, (2) ongoing support is provided to students, and (3) the curriculum is understood and coordinated.

5. Continue to provide regular education students in all schools with the opportunity to enroll in the EFE program to ensure that they are not under served.

6. Clarify the responsibilities and the expected level of involvement of the vocational counselor in the EFE program, and emphasize the importance of providing ongoing support to EFE students (e.g., monitoring progress toward vocational program completer status, counseling students regarding Academic Tech Prep).

7. Develop and implement a new Chesapeake EFE curriculum. Use the 1996 revised Virginia Curriculum Guide to determine the competencies to be taught in Level I and II EFE courses. Use the process and format recommended by the Chesapeake Department of Curriculum and Instruction for documenting the curriculum.

   - The current emphasis on a limited number of isolated activities with a narrow focus should be shifted to the broader, more in-depth study of the world of work recommended in the state curriculum guide.

     Example:
     The current CPS P4.9 "Given an occupation and a complete

telephone directory, the student will locate the relevant information to that occupation as specified by the instructor with 90% accuracy."

To be replaced by VA/1.1 "Compare occupations involving agriculture, natural resources, and the environment; student will include in the comparison major responsibilities, working conditions, education/training requirements for selected entry-, technical-, and professional-level jobs; salary ranges; and opportunities for advancement."

- A Chesapeake curriculum guide with sample activities that include a variety of instructional activities and appropriate assessment methods should be developed.
- The Chesapeake curriculum guide should reflect the use of appropriate supplementary materials provided by the Virginia Department of Education.
- The textbook/workbook currently used should be reviewed to determine if the materials support the updated state curriculum.
- The Chesapeake Competency Record should be revised to reflect the recommendations of the 1996 Virginia Curriculum Guide.

8. Follow the sequence of tasks/competencies recommended in the Virginia Department of Education Guide to provide Career Exploration as an initial project in EFE I.
   - Shift the emphasis of the program to a more field-based approach (e.g., provide greater opportunities for students to visit job sites and interact with people in the workplace).

9. Provide a clear description of the correlation between the Chesapeake EFE curriculum and the Virginia Standards of Learning based on the model used in the regular instructional program.

10. Encourage staff development for EFE teachers that emphasizes activity/application strategies in the EFE classroom.
    - The EFE-sponsored craft show at Indian River High School provides an excellent example of an activity/application strategy.
      - The activities required for students to implement the craft show project appear to correlate with the following tasks/competencies recommended in the 1996 Virginia Department of Education EFE Curriculum Guide:
        Level I, #4.3., page 6, Explore worker requirements and expectations - communications, teamwork, problem-solving, customer service skills.
        Level I, #5.3, page 7, Describe ways to take responsibility - customer service, resolving conflict, working to deadlines, completing assignments.
        Level I, #3.1, page 15, Investigate problems involving customer service.

Level I, #3.3, page 15, Investigate problems involving resource management.
Level I, #5.7, page 16, Select opportunities for community involvement and leadership.
Level II, #3.1, page 24, Display positive work traits and attitudes - good self-management, teamwork, problem solving.
Level II, #3.4, page 24, Use elements of business/social protocol to enhance opportunities for success - office politics, conduct/dress, relationships with co-workers.

11. Clarify or redefine the goal of "transitioning to a specific vocational program" to all groups involved in EFE. To address the fact that (a) only one-third of the ninth graders in the 1994-95 EFE program enrolled after EFE in courses that would result in vocational program completer status in a vocational area other than EFE, (b) one-third of current students are in grades 11 and 12 and have a limited opportunity to reach vocational program completer status in another vocational program, and (c) 1997-98 EFE students interviewed indicated a lack of awareness of the goal:
   - Counsel students regarding this option upon entry in the EFE program. Emphasize the importance of the goal on a continuing basis.
   - Emphasize the importance of the role of the vocational counselor in providing information regarding courses needed after EFE to attain vocational program completer status in another vocational program.
   - Increase formal communication and planning with the Special Education Department on the school and central office levels to ensure that staff members are fully informed as to the vocational education options available to special education students after EFE.
   - Align the Chesapeake curriculum with the 1996 revised Virginia Curriculum Guide which emphasizes career exploration for Level I EFE students

12. Target predominantly students in ninth-grade with a below average GPA so that students have several years to transition to other vocational programs.

13. Continue to offer the strategies which educational literature recommends for programs that serve at-risk youth in the Education for Employment program. Some of the strategies appear to be limited in the program, and the following additional recommendations may increase the percentage of EFE students completing high school:
   - Encourage more EFE students to seek work experience.
   - Increase parental involvement (i.e., contact all parents periodically regarding student progress).
   - Increase opportunities for EFE students to participate in the cocurricular activities of other vocational programs.
   - Provide students with Level II vocational assessments to help students formulate career goals.
   - Explore the possibility of providing a formal volunteer mentoring component in the

- Explore the possibility of providing a formal volunteer mentoring component in the EFE program.
- Integrate technology more fully into the EFE curriculum.
  - Teach students to use computers to complete assigned projects rather than the current practice in some schools of using computers (e.g., computer games) when students finish assigned classwork.

14. To increase the number of EFE students employed:
    - Provide students with opportunities to gain firsthand knowledge of the workplace through visits to work sites and job shadowing experiences.
    - Provide funding for vocational-related field trips.
    - Design class projects that develop skills students will need in the workplace (e.g., projects similar to the craft shows sponsored by IRHS each year).
    - Provide more assistance to students in obtaining jobs.
    - Provide additional vocational programs that provide training in the service trade areas (e.g., building maintenance, commercial food services).

15. Increase high quality programs or support services for regular education ninth and tenth graders with a below average GPA (approximately 1,000 students) who currently are not served by any program.

CHESAPEAKE
PUBLIC
SCHOOLS

EVALUATION PROPOSAL

PROGRAM EVALUATION PROPOSAL
CHESAPEAKE PUBLIC SCHOOLS

PROJECT: Education for Employment (EFE)
ADMINISTRATOR: Robert Head, Program Administrator for Vocational and Technology Education, and James McDonough, Supervisor of Vocational Education

PROJECT PROFILE:

DESCRIPTION: Education for Employment (EFE) is a program on the high school level which incorporates marketable skills training into the regular secondary vocational education curriculum. EFE I and II are drop-out prevention courses that emphasize social skills and pre-employability skills through work simulation. Students explore various careers and career clusters to identify a specific vocational interest. Cooperative work experience is available to students sixteen years or older in traditional employment. In extenuating circumstances, credit also is given for 180 hours of other employment (e.g., babysitting, grass cutting by students under sixteen years).

EFE serves students in grades nine and above in all the Chesapeake high schools. EFE I and II are one-credit elective courses that may be taken up to two years. Students may earn an additional two credits if they participate in cooperative work experience two years.

The program is designed for students in a traditional schedule to attend EFE one bell each day per year. Competencies in the areas of pre-employment, basic living skills, and career exploration must be satisfied. Time frames for completion of individual competencies range from one-half week to four weeks. Competencies are checked off by the EFE instructor on the "Competency Record" upon completion. Once all competencies are achieved at an 80% level of mastery, the student exits the program. In addition, a student may exit the EFE program as soon as he qualifies for another vocational education program.

GROUP SERVED: Students in grades nine and above who are academically disadvantaged, economically disadvantaged, or in special education and have been identified as requiring support to stay in school

GOALS AND OBJECTIVES:

1. To motivate students to stay in school through a program of basic living skills, human relations skills, and marketable skills training that prepares students for employment upon leaving school
2. To offer a broad program of career exploration which allows students to transition to a specific vocational education program (e.g., Marketing, CTE, or other Vocational Education programs)

EVALUATION METHODOLOGY:

RESEARCH QUESTIONS:

1. Who is served?
   - (A) Applicant pool (e.g., size of pool and characteristics of students)?
   - (B) Selection criteria and process?
   - (C) Students enrolled (e.g., number of students in each grade level in the eligibility categories of academically disadvantaged, economically disadvantaged, and special education)?
2. What is the success rate of the EFE program in terms of
   - (A) The number of ninth-grade EFE students from the 1993-94 school year who continued in the Chesapeake school division and transitioned to another vocational education program?
   - (B) The number of ninth-grade EFE students from the 1993-94 school year who continued in the Chesapeake school division and completed high school or remained in school?
3. How much does the program cost?
4. How does the program model compare with the recommendations in educational research on at-risk students?
5. What is the overall level of satisfaction with the program?

PERFORMANCE CRITERIA FOR SUCCESS:

1. With regard to who is served:
   - (A) Applicant pool includes all students in the three categories of eligibility who could benefit from the program.
   - (B) With regard to selection criteria and process, a standard process is used citywide.
   - (C) With regard to students enrolled, students in the three categories meet the eligibility requirements; characteristics of and number of students enrolled in comparison to the applicant pool indicate that students who could benefit most from the program are enrolled.
2. With regard to the success rate of the program,
   - (A) The majority of ninth-grade students in the 1993-94 EFE program continued in the Chesapeake school division and transitioned from EFE to another vocational education program.
   - (B) The majority of ninth-grade students in the 1993-94 EFE program continued in the Chesapeake school division and completed high school or remained in school.
3. The cost of serving a student in the program is reasonable when compared to the cost of serving a student in the regular program.
4. Ninety percent of the strategies on the checklist of recommended strategies have been provided.
5. Seventy-five percent of students, teachers, vocational counselors, appropriate special education staff, and principals express satisfaction with the program.

DATA AND METHODS OF COLLECTION:

1. (A) To study the applicant pool and characteristics of students, a report of students currently in ninth grade with GPA's below 2.0 will be examined to determine:
   (1) The pool of academically disadvantaged students (i.e., at least one year below grade level).
   (2) The pool of economically disadvantaged students (i.e., students receiving free or reduced lunch).
   (3) The pool of special education students.

   (B) The consistency of the selection criteria and process will be determined from interviews with a random sample of current EFE students, a group interview and a survey of EFE teachers, a survey of vocational counselors, a survey of appropriate special education staff, and a survey of principals.

   (C) The number of students in the three eligibility categories of students and their characteristics will be obtained by examining school records of 1997-98 EFE students.

2. The success rate of the program will be determined by examining school records of a random sample of ninth-grade EFE students from the 1993-94 school year who continued in the Chesapeake school division to ascertain:
   (A) The number of students who transitioned to another vocational education program.
   (B) The number of students who completed high school or remained in school.

3. Information regarding the cost of the program will be obtained from the Office of Budget.

4. Direct correspondence between strategies recommended in educational literature and the components of the EFE program will be determined from a comparison of program strategies with a checklist of strategies.

5. Level of satisfaction with the program will be determined from interviews with a random sample of students, a group interview and a survey of EFE teachers, a survey of vocational counselors, a survey of appropriate special education staff, and a survey of secondary principals.

ANALYSIS PROCEDURES:

1. Apply performance criteria once data is collected.
2. Perform a cost-benefit analysis based on collected data.
3. Make recommendations based on findings and conclusions.

TIME LINE OF EVALUATION ACTIVITIES

Interview Project Personnel Document Goals and Objectives Review Literature	November 1997
Establish Research Questions/Objectives and Performance Criteria	November 1997
Collect Data Analyze Data and Answer Research Questions Compare Performance Criteria for Success	November/December/January 1997-98
Report Findings and Recommendations	February 1998
Implement Recommendations	September 1999

Wanda Mettler
TEAM LEADER

Jan L. McDonald III
ADMINISTRATOR

R L Hunt
ADMINISTRATOR

1-21-98
DATE

CHESAPEAKE PUBLIC SCHOOLS

SUPPORTING DOCUMENTATION TO THE STUDY:

REVIEW OF THE LITERATURE

REVIEW OF THE LITERATURE

Introduction

The traditional schooling offered in our nation's public school system has for decades served many students well (Quinn 1991). One overriding characteristic of successful students is that they generally possess the self-esteem to interact positively with others and to experience academic achievement (Uroff and Greene 1991). The result is a sense of belonging and the ability to thrive in the typical secondary school setting.

Academic success, unfortunately, has eluded another segment of the secondary population of students in our public schools. The factors which have contributed to the low self-esteem and subsequent lack of academic achievement of these students are varied. They often include family problems (e.g., low socioeconomic status) and personal problems (e.g., teenage pregnancy) related to the pressures and problems of modern-day life that manifest themselves in the educational setting (DeNofa 1993). In many cases, the family and personal problems of these students have been exacerbated by school-related factors such as suspensions, grade retention, course failure, tracking, and ability grouping. The sense of belonging experienced by the mainstream of students is replaced with feelings of alienation and hostility toward the educational environment in a group of students labeled "at-risk youth" (Griffin 1993).

Secondary students who are considered "at-risk" for educational failure are the students in middle and high school who require alternative educational interventions to ensure that they will graduate from high school (DeNofa 1993). Researchers estimate that up to thirty percent of students (approximately 500,000) do not finish high school each year, and the percentage is greater among minority groups in urban schools or students from very low socioeconomic backgrounds (Griffin 1993). One-third to one-half of all dropouts leave school prior to completing tenth grade, but the average age nationwide for dropping out is eighteen (Baldwin, Moffett, and Lane 1992). In Chesapeake, the typical student who drops out of school is sixteen or seventeen years old and in the ninth or tenth grade.

Ironically, the American system of equal educational opportunity for all probably has contributed to the poor performance of at-risk students (and their subsequent dropping out) by attempting to educate all students with essentially one pathway (Baldwin, Moffett, and Lane 1992). The bulk of research on the dropout problem for years focused largely on student behaviors that correlate with dropping out (e.g., poor academic performance, poor attendance). Running counter to this approach is more recent research devoted to (a) identifying practices in the schools which inadvertently aggravate the dropout problem (e.g., remediation, tracking, transitional classes in the early years) (Quinn 1991) and (b) searching for more effective programs to target the behaviors of at-risk students (Baker and Sansone 1990).

WHAT DOES EDUCATIONAL LITERATURE SAY ABOUT PROGRAMS FOR AT-RISK SECONDARY STUDENTS?

In 1990 the nation's governors and former president George Bush proclaimed a ninety percent high school graduation rate by the year 2000 as one of six national education goals. This proclamation served to recognize a decade of efforts by educators on behalf of at-risk youth (Baas 1991); it also prompted the realization that to achieve the goal the problem had to be addressed immediately on a broader and more substantial scale (Baldwin, Moffett, and Lane 1992).

Researchers and practitioners alike acknowledge the loss not only to the individual but to society as a whole when students do not complete their high school education (Baker and Sansone 1990). One group of researchers has estimated that the cost of half a million students leaving school prior to graduation each year is approximately fifty billion dollars in lost lifetime earnings. Nearly half of those who drop out before graduation receive welfare payments or are unemployed, and sixty percent of the prison population are high school dropouts (Baldwin, Moffett, and Lane 1992). There also is a consensus among researchers that, in the face of declining or disappearing support from family, church, and other community institutions, the public school system has the responsibility for overseeing the economic and educational development of at-risk youth (DeNofa 1993). In order to assist practitioners in dealing with the problem of nurturing at-risk students to high school completion, researchers have identified characteristics common to at-risk students and the factors that lead to an incomplete education (Baldwin, Moffett, and Lane 1992). More importantly, research provides some essentials of effective interventions for at-risk students (Manning 1993).

Characteristics of At-Risk Students

Every secondary school has students who are likely to leave school prematurely--students who are commonly referred to as "at-risk" (NASSP Curriculum Report 1990). Researchers emphasize that dropouts are not individuals who merely choose to walk away from school but are students who possess readily identifiable and predictable traits and characteristics. Characteristics of potential dropouts may include poor academic performance (although research is inconclusive regarding the role of intelligence in dropping out), low self-esteem, truancy, in-school delinquency problems, personal dissatisfaction with school, and feelings of lack of respect from peers and teachers. In addition, a typical at-risk student on the secondary level is two years behind his age peers. Statistics indicate that one retention increases the chances of a student dropping out by 50% while that percentage increases to 90% if the student is retained more than once.

At-risk students frequently come from homes in which the parents never completed high school, are underemployed or unemployed, or are headed by a single parent (Baldwin, Moffett, and Lane 1992). The problem, however, is not limited to children of lower socioeconomic status or to those living in urban areas. To the contrary, the problem cuts across racial, ethnic, and geographical lines.

Low socioeconomic status, personal problems independent of socioeconomic status and background (e.g., substance abuse, pregnancy, trauma from divorce or otherwise unstable family life), as well as mental and physical health problems all correlate with being at risk (Quinn 1991).

Contributing School Factors

Student characteristics and family variables were long thought to be the chief predictors of school failure. More recent research places significant responsibility on the school itself as a contributor to the problem. A major criticism of researchers who emphasize the role of the school in student success or failure is that many schools refuse to adapt to students and require instead that all students adapt to the school. They blame inadequate and incomplete responses to at-risk students in the school for stimulating hostility, resentment toward the institution, and feelings of isolation (Quinn 1991).

Living in a society which currently is less structured and more transient (Thomas-Anderson and Bowden 1993), the majority of at-risk students arrive at school each day already feeling alienated and isolated (DeNofa 1993). When students also feel that they do not "belong" and have no attachment to school, they are more likely to bond to negative activities (e.g., drugs and alcohol). In addition, their lack of academic success frequently separates at-risk students from pro-school, successful students. As might be expected, at-risk students rarely participate in student activities, generally because they feel that there is nothing to gain from participation. The gulf between the individual and the school widens further as the student foregoes the rewards that could be obtained from participation in extracurricular and cocurricular activities, which often include talent development, maturity, and responsibility (Klesse and D'Onofrio 1993).

As mentioned previously, recent research concludes that some interventions designed to assist at-risk students, though well intended, actually compound the problems of the at-risk student. Remediation, for instance, has been widely used; yet the practice has reduced expectations for achievement and impeded the instructional pace so that the gap between the at-risk and their non-advantaged peers is increased. Remediation efforts also tend to emphasize the mechanics of basic skills while omitting the problem-solving skills that would greatly benefit at-risk youth. Other practices such as retention in grade, tracking, and ability grouping also have been found to be counterproductive to greater achievement of students at educational risk (Quinn 1991).

The emphasis (and some educators would say national obsession) for raising the educational standards required to receive a high school diploma continues. This emphasis provides an even stronger imperative to provide appropriate interventions for the at-risk student. As more courses and examinations are required to meet higher graduation standards and more students become at risk of not graduating, schools without better alternatives will likely depend on old standbys such as remediation and retention; and students will continue to fail (Herbert 1991).

Successful Approaches

Educational literature is unanimous in its call for positive and vigorous action to assist at-risk youth (Baas 1991) and abounds with alternative strategies that are effective in dealing with these students. The personal and family characteristics of at-risk youth that are largely caused by the economic and social conditions with which they must cope are not likely to be ameliorated by the school alone (NASSP Curriculum Report 1990). The school, however, has the capacity to mobilize the community to provide the funding, resources, and volunteers (Baas 1991) required to attack the problem (Baldwin, Moffett, and Lane 1992).

Integral to the multi-faceted strategies recommended in the literature (DeNofa 1993) are measures that enhance self-concept, communication skills, and motivation (Baldwin, Moffett, and Lane 1992). Above all, the school has the obligation to make sure that the strategies offered do not contribute to the at-risk status of students (Baas 1991).

A Functional Curriculum with New Instructional Methods

Research recommends that any effective instructional plan for at-risk students be based on a curriculum suitable for serving all students (i.e., based on the four core subject areas plus technology). Many of the strategies recommended for at-risk groups (e.g., more parent contacts, links with the business community, and higher expectations for student performance) are appropriate for the total curriculum. Another key to success is the provision of a functional curriculum. A functional curriculum typically links skills and competencies of the classroom to the outside world. By focusing on study skills, living skills, social skills, and preparation for the world of work, the functional curriculum has been shown to increase motivation in secondary school students (NASSP Curriculum Report 1990).

Many students say that they leave school to begin work or to increase their work time (Baldwin, Moffett, and Lane 1992) and consider what they learn in school to be irrelevant to their occupational goals. A functional curriculum for high school students which includes cooperative work experiences can increase the retention of at-risk students by balancing the need to work with school responsibilities and thereby enhance the relevance of the educational experience (Baldwin, Moffett, and Lane 1992).

New instructional strategies are also recommended so that teachers can help increase the school's holding power on at-risk students. Teaching that emphasizes problem-solving (Baas 1991), computer-assisted learning (Quinn 1991), and both peer tutoring and cooperative learning have proved beneficial in reorienting potential dropouts. Researchers caution, however, that efforts must be well-planned and supervised, include established criteria for teamwork situations, provide inservice training for teachers, and include evaluations of the effectiveness of the endeavors (NASSP Curriculum Report 1990). The modeling of appropriate interpersonal skills that emphasize respect, trust, and caring by teachers is also critical to any instructional program for at-risk students (Thomas-Anderson and Bowden 1993).

Teachers also must rethink how students are evaluated. Grades usually are not incentives for excelling among at-risk students; repeated failure has resulted in an immunity to poor grades. Alternative assessments such as individual learning contracts that de-emphasize competition across individuals and incentives based on work/study performance have been found to result in greater persistence on the part of students in intervention programs (Baldwin, Moffett, Lane 1992). Effective programs should have high expectations for the academic performance of at-risk students (Taylor and Reeves 1993). Teachers can ensure not only that methods and materials are available to achieve this goal but that students are aware of the expectations (Manning 1993).

The daily interaction that occurs between teachers and students is perhaps the most powerful influence on at-risk students; teachers determine whether plans, policies, and programs succeed or fail (Bucci and Reitzammer 1992). Inservice training and staff development is needed to guarantee skilled and knowledgeable professionals who can meet enthusiastically the challenges of reaching potential dropouts (NASSP Curriculum Report 1990).

Support Services and Resource Personnel

Guidance and counseling programs that are based on the developmental needs of students and are preventive in nature are recommended. The development of a close relationship with at least one caring adult is cited by researchers as the main essential for keeping at-risk students in school (NASSP Curriculum Report 1990) and underscores the value of individual counseling (DeNofa 1993). Other useful components of an effective guidance program include the following:

- Case management systems which involve teams of professionals who can recommend individual interventions (Baker and Sansone 1990)
- Mentoring programs
- Easy reentry programs for dropouts
- Career education
- Transitional support that includes consistent and comprehensive information sharing about students as they move from grade to grade (NASSP Curriculum Report 1990), especially from the middle to the high school setting (Nevetsky 1991)

Community service organizations, business and industry, and various city and state departments are valuable resources for providing staff and experience to schools. An integration of school services with the services of the community can help salvage at-risk youth (NASSP Curriculum Report 1990).

Parents have long been recognized as a crucial resource in the learning processes of their children. Unfortunately, many parents feel helpless to assume an influential role. One recommendation by researchers is that parents be tutored in how to develop the necessary rapport to assist students in their academic and social growth. In cases in which parents simply do not care, the intervention of professional resource personnel becomes even more important (NASSP Curriculum Report 1990).

The School Environment

Students must first attend school for a program of intervention to have the opportunity to improve their academic achievement (DeNofa 1993). The importance of the school climate to a student's overall educational experience cannot be overstated. Climate is the feeling a student has in the classroom, when meeting the principal and counselors in the hallway, and upon leaving at the end of the day. Interactions with teachers and classmates also contribute to a student's perception of the school climate. The most positive learning climate possible is mandatory for at-risk students and exists when students are esteemed for their unique strengths and abilities (DeNofa 1993).

Class sizes, and when possible schools, should be small in size to promote one-on-one relationships and greater teacher accountability for interactions with students (Baas 1991). Some large school have implemented the school-within-a-school concept effectively to discourage anonymity among at-risk students (Baldwin, Moffett and Lane 1992).

Other strategies which signify attention to the physical setting and which have been effective in intervening to improve the achievement, attitudes, behaviors, attendance, and dropout rates of at-risk youth include the following:

- Strong administrative commitment on the building level
- Flexible scheduling (DeNofa 1993)
- Alternative crediting programs that feature both independent study and group work and permit around-the-clock and around-the-year coursework (Herbert 1991)
- Community service projects for involving students who otherwise might not participate in extracurricular and cocurricular activities
- GED Preparation programs (Baker and Sansone 1990)
- Programs which accelerate students by allowing them to make up credits they have missed and putting them on track for graduation with their age peers (Nevars 1992)

A number of researchers recommend at-risk programs that are distinct from the traditional secondary setting to solve the problems related to the school environment. Alternative schools are short-term intervention programs designed to develop academic and life skills through a structured learning environment (Griffin 1993). Alternative schools are typically organized with significantly smaller enrollments to provide an educational environment different from the traditional secondary school (Barr and Parrett 1997). Advocates of alternative schools cite advantages such as the ability of the school to structure activities around the needs of students and to involve students in the decision-making process (Uroff and Green 1991).

Researchers who prefer the use of options within the school itself, many of which were presented earlier, cite the cost effectiveness of using existing structures, which they believe contain more than sufficient expertise to deal with at-risk students (Baker and Sansone 1990).

Data and trend analyses at the national level regarding characteristics and factors that make students at-risk can inform local school districts regarding appropriate interventions for their student

populations. Educational research recommends that school divisions also begin tracking their own local data and to do so as early as possible. By obtaining data related to their specific at-risk population, a school division can select more accurately from the recommended strategies to design effective programs for their students (Baldwin, Moffett, and Lane 1992).

WHAT CAN BE CONCLUDED FROM THE REVIEW OF THE LITERATURE?

This review of educational literature focuses on factors associated with the type of student enrolled in Education for Employment and the components desirable in interventions designed to keep these students in school. The following conclusions emerged from the literature review:

1. Educational research overwhelmingly supports interventions for students who are at risk for not completing high school.
   - At-risk secondary students are students who require alternative interventions on the middle and high school levels to stay in school.
   - Currently approximately 30% of students do not finish high school each year.
   - The losses in terms of earning power for the individual and for society in general when students leave school prior to graduation are well documented: 50% of dropouts receive welfare payments or are unemployed; 60% of the prison population are dropouts.

2. At-risk students possess characteristics that are readily identifiable and predictable.
   - Examples of personal and family traits that characterize many at-risk students include the following:
     - Poor academic performance
     - Low self-esteem
     - Poor attendance
     - In-school delinquency problems
     - Feelings of lack of respect from peers and teachers
     - Two years behind age peers
     - Low socioeconomic status
     - Parents never completed high school
     - Parents are underemployed or unemployed
     - Single parent heads the household
     - History of substance abuse
     - Teen pregnancy
     - Mental and physical health problems

3. Personal and family characteristics previously were thought to be the major predictors of educational failure. Current research places significant responsibility on the school itself as a contributor to the problem, including the following:
   - Unresponsiveness of the school to the needs of at-risk students
   - Failure to match interventions to individual students

- An impersonal school environment, especially in large schools or schools with large student-to-teacher ratios
- Lack of incentives to increase participation in extracurricular and cocurricular activities
- Inappropriate interventions, although well intended, that actually exacerbate the at-risk status of students, including remediation programs, retention, tracking, and ability grouping
- Emphasis on raising graduation standards with attendant increases in courses and examinations

4. Recommendations for interventions to serve at-risk students center around strategies related to curriculum, instructional methods, support services and resource personnel, and the school environment.

Curriculum and instruction recommendations:

- A sound curriculum that is suitable for serving all students.
- A functional curriculum (i.e., links skills and competencies of the classroom to the outside world) that also addresses study skills, living skills, social skills, and preparation for the world of work.
- Opportunities for cooperative work experiences
- Alternate instructional strategies that emphasize problem-solving, computer-assisted learning, and teamwork
- Staff development opportunities to assist teachers with alternate strategies; systematic evaluations to determine the effectiveness of strategies
- Modeling by teachers of appropriate interpersonal skills that emphasize respect, trust, and caring
- Alternative assessments such as individual learning contracts and incentives based on work-study performance
- High expectations for academic performance; no remediation
- Recognition that teachers are the greatest determinant of the success of a program

Support services and resource personnel recommendations:

- Guidance and counseling programs that are preventive in nature rather than crisis-oriented
- Individual counseling to assure contact with at least one caring adult
- Case management systems on the building level
- Mentoring programs to involve the community
- Career education to establish the relevance of school to occupational goals
- Transitional support as students move from grade to grade and school to school
- Integration of school services with community service organizations and connections with business and industry to increase resources and funding
- Parents involved in the learning processes of their children; assistance to parents as needed

Recommendations related to the school environment:

- A positive school climate in which students are esteemed for their unique strengths and abilities
- Small class sizes and when possible small schools
- Strong administrative commitment on the building level
- Flexible scheduling
- Alternative crediting programs
- Community service projects
- GED Preparation programs
- Acceleration programs which put at-risk students on track with age peers
- Alternative schools when funds are available

5. Local school divisions should begin early tracking of data on their student populations in order to supplement data from the national level regarding characteristics and factors which place their students at risk. With this information, school divisions are in the best position to select effective programs.

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CHESAPEAKE PUBLIC SCHOOLS

SUPPORTING DOCUMENTATION TO THE STUDY:

GROUP INTERVIEWS WITH STUDENTS

GROUP INTERVIEWS WITH STUDENTS

PURPOSE OF THE INTERVIEWS: Interviews were conducted in February 1998 with EFE students at Indian River, Oscar Smith, Great Bridge, and Deep Creek high schools. EFE students at Western Branch High School are on a 4 X 4 block schedule, had just begun a new block at the time of the interviews, and thus would have had little knowledge of the program. Hickory High School has only one EFE student. A total of 40 EFE students were interviewed to determine the level of satisfaction with the program among students.

PERFORMANCE CRITERIA FOR SUCCESS:

1. Applicant pool includes all students in the three categories of eligibility who could benefit from the program.
2. Standard selection criteria and processes are used citywide.
3. The majority of students transition from EFE to another vocational education program.
4. The majority of students complete high school or remain in school.
5. Seventy-five percent of EFE student surveyed express satisfaction with the program.

FINDINGS: See Chart 2, page 53.

CONCLUSIONS:

1. How did you decide to take the EFE class?

- In most cases, guidance counselors and teachers (including special education resource teachers) recommended the EFE program to the students interviewed.
  - Reasons given for following up on recommendations to enter the program included the opportunity to add an elective course, to take an easy course, to go on field trips, to get out of school early, or to substitute elective credits for math and science credits.
  - In some cases, students indicated they had been scheduled into the EFE program as an elective course and had no knowledge beyond this fact.
  - In a few cases, students had been in the program in middle school and continued the program in high school.

2. What kinds of things do you do in class each day?

- Students in all schools indicated they work to some extent both individually and in groups.

CHART 2
SUMMARY OF INTERVIEWS WITH EFE STUDENTS

	IRHS (7 students) (EFE I and II)	**OSHS** (12 students) (EFE I and II)	**GBHS** (4 students) (EFE I and II)	**DCHS** (EFE I) (9 students)	**DCHS** (EFE II) (8 students)
Why enrolled in EFE?	Guidance recommended Scheduled into EFE To gain an elective An easy class	Middle school guidance recommended Scheduled into EFE Self-referred because of field trips Senior and need job after graduation (phys handic)	To get out early For science & math credit Teacher recommended	Referred by guidance Referred by resource tchr	Took EFE in 8th grade and continued Teacher recommended
Typical instructional day?	Individual and group work Job applications Interviews Dressing for interviews Getting along with people Filing taxes Keeping a checkbook Relates to English Not a small class (20)	Individual work mostly Skills for the workplace Job applications Getting along with others Writing checks Interviewing skills Core areas mixed in with job skills Divided as to whether can move on if finish work	Individual and group work Job skills Interviews Getting along with others Job applications Parenting Reading and asking questions Do not move ahead if finish work; can talk with teacher	Individual and group work Getting along with others Job search (reading newspaper to find jobs) Filling out applications Math mixed in with job skills Wait for class if finish early	Individual and group work Checking accounts Balancing checkbk Role playing of interviews (EFE I) How to get along on the job An easy course if do your work Overtime pay Math is difficult Don't want to work ahead (use computers)
Use Computer?	Once a month Prepare resumes on computer	Every two weeks		Computer not working Used it previously	Everyday Many different programs Math games
How program helps?	More caring teacher (Indicated no connection with counselor; would have stayed in school without the program)	Learn to work as a team More extensive job skills Filling out applications Closer to EFE teacher than other teachers Small class size (Indicated no parental involvement; would have stayed in school)	Helps student get a job Class is fun; free time if finish work Parents contacted if needed (1 stu's parents are called everyday)	Independence with small class (Indicated relationship with tchr same as in reg prog; would have stayed in sch)	Not as much homework Get extra credit if work Would have dropped out (2) (Most indicated relationshp w/tchr same as in reg prog)
Different from EFE I?	Yes More individual work in EFE II	I & II essentially the same EFE II easier; repeat some skills EFE II the step for getting a job		NA (EFE I)	EFE I and II the same
Working?	4 working (got own jobs)	2 working	None currently working	1 working 1 interviewing 1 too young Others not looking	None working
Future plans?	EFE II if in EFE I College (5)	Marketing (1) Others unsure	CTE program (3) Unsure (1)	Nursing (2) Computer netwk Join a band or win the lottery Military Basketball College EFE II	Center for Science and Technology College (3) Pharmacist Electrician Secretary Lawyer
Level of satisfaction?	Satisfied	Satisfied to very satisfied	Satisfied (2 not satisfied because of their own lack of commitment rather than dis-satisfac w/prog)	Satisfied	Satisfied
Suggestions for improving program?	None given	Would like visits to worksites Students can be disruptive Need EFE club Too much lecturing	None given	More computers More students	

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- Students in all schools indicated that the focus of the program is skills for the workplace and life skills training. Topics mentioned include the following:
  - Filling out job applications
  - Interview skills
  - Using the phone book for job searches
  - Getting along with others
  - Keeping a checkbook
  - Filing taxes
  - Figuring overtime pay
  - Parenting skills

- It appears that in most schools instruction is not varied in either pace or scope for individuals or groups; students indicated the whole class completes an assignment before beginning the next one.

- Based on student comments, there does not appear to be a strong integration of the four core subject areas in the EFE program.
  - Students mentioned limited assignments related to English, math, and reading.

- Based on student comments, there does not appear to be a strong integration of computer skills within the EFE program.
  - Students indicated that computers are used either as filler time (e.g., computer games) while other students are completing an assignment or used on a very limited basis (e.g., once a month).

3. **How does the program help you? How has it helped you stay in school?**

- According to students, the major contribution of the EFE program is to provide skills for the workplace (e.g., filling out job applications, working as a team). Students perceive that the program will help them get a job. Other aspects of the program mentioned were:
  - A teacher with whom they can relate
  - Small class sizes in some schools
  - Not as much homework as in other courses
  - More flexibility in the classroom (e.g., extra credit, less pressure)

- A high percentage of students interviewed said they would have stayed in school whether or not they enrolled in the EFE program.

- Students generally indicated that parental involvement is limited unless there are extenuating circumstances (e.g., behavior problems).

- In two schools, students indicated that the topics covered in EFE I and II are much the same.
  - In one school, students said that the two courses differ indicating that the work becomes more individualized in EFE II.

4. Are you working?

- A high percentage (83%) of EFE students interviewed are not employed.
  - Only 7 of the 40 students interviewed said they are working; a number of students indicated they are not seeking employment due to the type of jobs available or problems such as lack of transportation.
  - Most of the students who are working indicated they obtained their own jobs.

5. What are your plans after you finish the EFE class?

- Only a few students indicated they plan to transition to another vocational education program.
  - Other students said they either were unsure regarding this option or would be graduating.

- Long-term plans of students who responded include college or trade school, the military, or employment.
  - Several students indicated they are interested in professional careers (e.g., pharmacist, nurse, lawyer) which may not be possible with their current academic program.

6. What is your level of satisfaction with the program?

- Students expressed satisfaction with the EFE program.

7. Do you have any suggestions for improving the EFE course?

- Suggestions given for improving the program were as follows:
  - Opportunities to visit work sites
  - An EFE club similar to those offered in other vocational programs (e.g., FBLA)
  - More computers in the classroom

RECOMMENDATIONS:

Based upon conclusions that resulted from the group interviews with EFE students, the following are recommended if the EFE program is retained.

1. Formalize the student identification and selection process for the EFE program in all schools. To ensure that all students in the three categories of eligibility are considered and that students most in need are served, the following identification and selection process is recommended:
   - A schoolwide "safety net" team (i.e., administrators, guidance and vocational counselors, teachers) should be used to identify potential students. The EFE teacher and a special education staff member should be included as ad hoc members of the team.
   - Using the student data management system, the team should generate at the end of each nine weeks a list of ninth graders with a GPA below 2.0 who qualify in one or more of the three categories of eligibility.
   - The team should consider additional information from student profiles and recommendations from school staff (a) to select students from each category who would benefit most from the program and (b) to ensure that services are coordinated.
   - A staff member of the feeder middle school should assist the "safety net" team in identifying potential EFE students and facilitating the transition of students into the secondary EFE program.
   - A formal means of informing all students and parents of the recommendation to enroll any student in the EFE program should be established. This would replace the current practice in some schools of enrolling some students through the regular scheduling process without counseling.

2. Clarify information regarding the EFE program to administrators, faculty, and regular and vocational guidance counselors.

3. Accelerate the time line for implementing the new EFE curriculum guidelines from the Virginia Department of Education. Use the recommendations in the guidelines:
   - To integrate the four core subject areas (English, math, science, social studies) more fully into the EFE curriculum
   - To distinguish more clearly between the activities used in EFE I and EFE II to achieve the goals of the program
   - To provide more individualized instruction for students who are able to complete class projects or the EFE competencies ahead of schedule

4. Provide access to computers in all EFE courses, and integrate technology more fully into the EFE curriculum.
   - Teach students to use computers to complete assigned projects rather than the current

practice in some schools of using computers (e.g., computer games) to occupy time when students finish assigned classwork.

5. Clarify the goal of "transitioning to a specific vocational program" in light of responses from many students that indicated a lack of awareness of this goal.
   - Counsel students regarding this option upon entry into the EFE program, and emphasize the importance of the goal to students on a continuing basis.

6. Increase parental involvement in the EFE program (i.e., contact all parents periodically regarding student progress).

7. To increase the number of EFE students employed:
   - Provide students with opportunities to gain firsthand knowledge of the workplace through visits to work sites and job shadowing experiences.
   - Provide more assistance to students in obtaining jobs.
   - Design class projects that develop skills students will need in the workplace (e.g., projects similar to the craft shows sponsored by IRHS each year)
   - Provide additional vocational programs that provide training in the service trade areas (e.g., building maintenance, commercial food services).

8. Increase opportunities for EFE students to participate in the cocurricular activities of other vocational programs (e.g., membership in an organization sponsored by the vocational department).

9. Provide students with Level II vocational assessments to help students formulate career goals.

CHESAPEAKE PUBLIC SCHOOLS

SUPPORTING DOCUMENTATION TO THE STUDY:

GROUP INTERVIEW WITH EDUCATION FOR EMPLOYMENT TEACHERS

GROUP INTERVIEW WITH EDUCATION FOR EMPLOYMENT (EFE) TEACHERS

PURPOSE OF THE INTERVIEW: On January 23, 1998, Program Evaluation Team members met with the seven EFE teachers from the six high schools (OSHS has two EFE teachers) to discuss the EFE program.

PERFORMANCE CRITERIA FOR SUCCESS:

1. Applicant pool includes all students in the three categories of eligibility who could benefit from the program.
2. With regard to selection criteria and process, a standard process is used citywide.
3. Seventy-five percent of EFE teachers express satisfaction with the program.

FINDINGS:

1. **Describe your responsibilities as an EFE teacher (i.e., student recruitment, screening, enrollment; instruction/cooperative work coordination). Do you teach any other classes?**
   - EFE teachers actively identify students who generally fit the eligibility categories of economically disadvantaged, academically disadvantaged, and special education.
     - Teachers check school records, seek out the "troubled" student with behavioral and attendance problems (who may or may not fit one or more of the three categories), and follow up on the recommendations of teachers, counselors, administrators, and other school staff.
   - EFE teachers have limited input regarding final selection and enrollment of students.
   - EFE teachers typically teach two EFE courses
     - Five EFE teachers have a combination of EFE and other vocational classes (e.g., marketing); only two teach EFE exclusively.
     - EFE teachers have one or two coordinating bells and one planning bell.
   - Teachers use coordinating bells to assist students in obtaining jobs and to visit employers. Coordinating bells are also used to visit homes of students and to schedule resource people for the class.
     - Working is an option for EFE students; only a small percentage are employed usually due to a lack of skills for the workplace.
     - Employed students generally work in minimum wage positions in fast food restaurants or grocery stores.
   - EFE teachers indicated they assist students in achieving success by working with coaches, special ed teachers, parents, and other staff members.

2. **How are students identified as candidates for the program (e.g., overall applicant pool, methods of referral, when referrals are made)?**
   - EFE teachers, administrators, the guidance department (regular guidance more so

than vocational counselors), special education teachers, and other teachers identify students in the three categories of eligibility for the program.

- EFE teachers seek out troubled students who are at risk for dropping out because of truancy, behavioral problems, or academic failure.
- In some cases, students are identified through information from the feeder middle school, from report cards, or from being repeatedly observed in the principal's office.

- Students are referred to the program at the beginning of the year.

3. **What is the selection criteria and enrollment process? Who selects students?**
   - According to teachers, students generally fit one or more of the three categories of eligibility. Other factors which make students at risk also are considered (e.g., disciplinary problems).
   - Teachers described an informal selection process in which students are scheduled into the program from a variety of sources (e.g., administrators, counselors, EFE and other teachers).
   - EFE teachers said they have little input regarding selection of students. This is in contrast to their involvement when the program was offered on the junior high school level. Teachers noted that special education teachers often select students for the program.

4. **When may students enter and exit the program?**
   - EFE courses provide the same credit as courses in the regular program. As a result, students typically enter and exit at the beginning and end of the year.
   - Teachers noted that greater flexibility for exit and entry is provided for special education students.

5. **In your opinion, are the identification and selection procedures appropriate (e.g., methods of referral, criteria for selection, population of students served)?**
   - EFE teachers indicated that a duplication of services occurs. Many EFE students are special education students whose teachers seek mainstreaming opportunities with teachers who are nurturing.
     - One coordinator expressed concern that EFE students also are in the community-based instruction program and miss significant amounts of time from the EFE class.
   - EFE teachers indicated a need to inform their guidance departments about the program. They noted that the vocational counselor's involvement usually is limited to conducting vocational assessments to identify student interests.

6. **Describe the population of students in your EFE classroom.**

EFE teachers described their students as follows:

- Emotionally immature
- Academically disadvantaged (i.e., in the bottom quartile on standardized tests)

- Lacking in social and job skills
- Special education students
- Students with behavioral and attendance problems
- A transient population of students

7. **Describe a typical instructional day, including the cooperative work experience (e.g., categories of students, number of students employed/kinds of employment).**

- A typical instructional day includes activities such as filling out job applications which frequently must be repeated. (Most EFE students are not employed.)
- All three categories of eligibility are represented; many EFE students are special education students.
- As background information regarding the curriculum used, EFE teachers said that in 1978 there was no state curriculum for the EFE program. EFE coordinators participating in graduate programs wrote the initial state curriculum.
  - The competencies required in the Chesapeake program are derived from the initial state curriculum.
  - The full state curriculum is being slowly implemented. There is a lack of up-to-date materials to support the curriculum. A new textbook is helpful, but there is no teacher's edition.
- The goal of the program is to change attitudes of students through a curriculum which must be adapted to serve the needs of a wide range of students.

8. **What does the EFE program provide to help students stay in school?**

EFE teachers mentioned the following aspects of the program as being instrumental in keeping students in school:

- A curriculum which is relevant to this population of at-risk students with flexibility regarding the time spent on a topic
- The opportunity for students to take the EFE course in place of a required course (e.g., math)
- Teachers who work one-on-one with students and assist with other classes

9. **How would you describe the success of the program in meeting its goals and objectives (i.e., transitioning to another vocational program, staying in school, employment)?**

- EFE teachers said they provide opportunities for students to experience success which previously has eluded the vast majority of their students.

10. **What is your overall level of satisfaction with the program?**

- EFE teachers expressed satisfaction with the program.

11. **What suggestions do you have for improving the program?**

- EFE teachers would like to have their computer equipment updated. In most cases,

they have only one or two computers that are over five years old. In one school the computer has been in need of repair and not used for the past four years.

- A teacher suggested earlier identification of students, perhaps offering the EFE program on the eighth-grade level.
- The IRHS teacher said the applicant pool in her school is large enough to support another EFE teacher.
- EFE teachers believe schoolwide communication regarding the program would result in greater support from the faculty. They suggested "educating" the guidance department regarding the program to increase counselor's involvement in all aspects of the program. Teachers also expressed a need for greater awareness of the program in the middle schools.
- EFE teachers would like to provide more opportunities for field trips with students. This would require assistance in the way of funds and additional personnel (e.g., vocational counselor) to accompany students on the field trips.
- Teachers said more teaching assistants are needed, especially in classes with large numbers of special education students.
- EFE teachers suggested (1) reducing number of students in classes which combine a substantial number of special education students and students from the regular program or (2) serving a small number of special education students separately as recommended in the VERS guidelines (see Appendix 1, page 121).
  - Based on an analysis of the number of sections of EFE by school and the number of special education students in each section, all sections of EFE currently have 13 or fewer students except one with 15 students (see Chart 3, page 63).
- EFE teachers expressed a desire to be included in IEP meetings for special education students and a need for better coordination with the special education department in general.
- Teachers are concerned about an overload of services for some EFE students who also receive special education services.

12. **Is the EFE program coordinated citywide (e.g., information sharing among teachers, staff training to assist in instruction or job placement or a need for training)?**
    - EFE teachers meet monthly to share information regarding their programs.

CONCLUSIONS:

The following conclusions are based upon information obtained in the group interview with EFE teachers:

1. EFE teachers in the six high schools have the following responsibilities:
   - The major responsibility of teachers is to instruct students in skills for the workplace and life skills and to provide support to students in all aspects of school life.
     - Some EFE teachers also teach other vocational courses.

CHART 3
SECTIONS OF EFE BY SCHOOL
AND NUMBER OF SPECIAL EDUCATION STUDENTS BY SECTION
1997-98 EFE PROGRAM

School	# EFE Sections	# Students Per Section	# Special Education Students Per Section	# Regular Education Students Per Section
Deep Creek High	2	13	11	2
		9	8	1
Great Bridge High	1	6	5	1
Oscar Smith High	6	11	9	2
		10	7	3
		8	7	1
		11	7	4
		10	10	0
		9	8	1
Western Branch High	4	9	4	5
		13	5	8
		6	0	6
		10	3	7
Indian River High	3	15	1	14
		11	4	7
		13	5	8
Hickory High	1	1	1	0
TOTALS	17	165	95	70
PERCENTAGES			58%	42%

- Teachers recruit students for the EFE program.
  - EFE teachers have limited input regarding final selection and enrollment of students.
  - Teachers coordinate cooperative work experiences of students.
    - Only a small percentage of EFE students are employed due usually to a lack of skills for the workplace.
    - Teachers also use coordinating bells to provide support to the student regarding other aspects of school life and in some cases home life.

2. The process for identifying EFE students is informal and varies among schools. As a result, the "applicant pool" may not include all students from the three categories of eligibility (i.e., economically disadvantaged, academically disadvantaged, or special education student) who could benefit from the program.
   - EFE teachers identify students in a variety of ways (e.g., looking at report cards, observing students with discipline problems). Other school staff also recommend students for the program.

3. Selection criteria for the EFE program include the three categories of eligibility established by the Virginia Department of Education (i.e., academically disadvantaged, economically disadvantaged, special education) as well as other at-risk factors (e.g., disciplinary, truancy problems).
   - EFE teachers indicated that it is rare that an EFE student would not qualify in one of the three categories of eligibility.

4. It appears that the selection process is confined to enrolling a limited number of students who are identified in EFE courses through the regular scheduling process.
   - EFE teachers generally consider their input into selection and enrollment of students to be limited. Students are recommended from a variety of sources (e.g., administrators, counselors, teachers).

5. EFE populations in most of the high schools are heavily concentrated with students from the "special education" category.
   - Special education teachers seeking to mainstream students with "nurturing" teachers enroll many students in the program.

6. Some EFE teachers believe that an unnecessary duplication of services exists for some special education students enrolled in EFE courses.
   - In some cases, enrollment in both special education and vocational education results in the inability of students to participate fully in the EFE course.

7. The involvement of the vocational counselor in the EFE program appears to be limited in most schools to conducting vocational assessments to identify student interests.

8. According to EFE teachers, the typical EFE student has educational, emotional, and/or social limitations that necessitate continuous support in all aspects of school life to ensure success.

9. Participation in a cooperative work experience is an option for EFE students, and most EFE students are not employed.
   - EFE teachers indicated that students lack skills required for success in the workplace.

10. Students generally enter and exit EFE courses in the same manner as other credit courses (i.e., at the beginning and end of the year).
   - More flexibility for entry and exit is available to special education students.

11. EFE teachers are satisfied with the program.

12. According to EFE teachers, the advantages of the program are as follows:
   - A curriculum relevant to the population of students
   - A supportive teacher who works one on one with students in many aspects of school life and in some cases home life
   - An opportunity for economically disadvantaged, academically disadvantaged, and special education students to learn social and life skills along with the core courses
   - An opportunity for a group of students with little success in previous educational endeavors to transition into other vocational programs and to complete high school

13. According to EFE teachers, the program could be improved by the following:
   - Updating computer equipment
   - Identifying potential students in middle school
   - Adding EFE teachers in schools with a large number of potential students
   - Increasing communication with faculty, guidance counselors, and the feeder middle schools regarding the program
   - Providing financial assistance and staff support to increase opportunities for field trips
   - Providing more teacher assistants
   - Reducing class sizes when special education students are served
     - Based on an analysis of 1997-98 EFE sections by school, all sections except one have 13 or fewer students.
   - Coordinating services with the Special Education Department
   - Avoiding a duplication of services that occurs for some students

RECOMMENDATIONS:

1. Formalize the student identification and selection process for the EFE program in the school division. To ensure that all students in the three categories of eligibility are considered and that students most in need are served, the following identification and selection process is suggested:
   - A schoolwide "safety net" team (i.e., administrators, guidance and vocational counselors, teachers) should be used to identify potential students. The EFE teacher

and a special education staff member should be included as ad hoc members of the team.

- Using the student data management system, the team should generate at the end of each nine weeks a list of ninth graders with a GPA below 2.0 who are failing one or more courses and who qualify in one or more of the three categories of eligibility.
- The team should consider additional information from student profiles and recommendations from school staff (a) to select students from each category who would benefit most from the program and (b) to ensure that services are coordinated.
- A staff member of the feeder middle school should assist the "safety net" team in identifying potential EFE students and facilitating the transition of students into the secondary EFE program.
- To facilitate the transition of students into the secondary EFE program, the roster of rising ninth graders recommended for EFE should be available to EFE teachers in late spring. This would allow EFE teachers and vocational counselors to conduct a summer program for prospective students and parents. The introductory EFE program would (a) prepare students for entry into the senior high EFE program (e.g., conduct Level I vocational assessments; visit work sites), (b) introduce senior high staff involved with the EFE program to students and parents, and (c) clarify the goals (e.g., vocational program completer status) and expectations of the EFE program to all involved.

2. Clarify information regarding the program to administrators, faculty, and the guidance department.

3. Clarify the responsibilities and level of involvement of the vocational counselor in the EFE program and emphasize the importance of providing ongoing support to EFE students.

4. Increase formal communication and planning with the Special Education Department.

5. To increase the skills EFE students need for the workplace:
   - Provide students with opportunities to gain firsthand knowledge of the workplace through visits to work sites and job shadowing experiences.
   - Provide funding for vocational-related field trips.
   - Design projects (that currently fall outside the Chesapeake curriculum) such as the EFE-sponsored craft shows at Indian River High School which are implemented by students.
   - Provide additional vocational programs that provide training in the service trade areas (e.g., building maintenance, commercial food services).

6. Update computer equipment in order to fully integrate technology into the curriculum.

CHESAPEAKE
PUBLIC
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SUPPORTING DOCUMENTATION TO THE STUDY:

SURVEY OF EDUCATION FOR EMPLOYMENT TEACHERS

SURVEY OF EDUCATION FOR EMPLOYMENT TEACHERS

PURPOSE OF THE SURVEY: Surveys were sent in January 1998 to the seven EFE teachers in the six high schools (Oscar Smith High School has 2 EFE teachers) to gather information regarding the EFE applicant pool, selection criteria and process, success rate of the program, and level of satisfaction with the program among teachers. All seven teachers responded for a 100% return rate.

PERFORMANCE CRITERIA FOR SUCCESS:

1. Applicant pool includes all students in the three categories of eligibility who could benefit from the program.
2. Standard selection criteria and processes are used citywide.
3. The majority of students who continue in the Chesapeake school division transition from EFE to another vocational education program.
4. The majority of students who continue in the Chesapeake school division complete high school.
5. Seventy-five percent of EFE teachers surveyed express satisfaction with the program.

FINDINGS (see Chart 4, page 69):

1. Fifty-seven percent of teachers responded that all students in the ninth grade with a GPA below 2.0 who are academically disadvantaged (at least one year below grade level), economically disadvantaged (students receiving free or reduced lunch), and/or special education students make up the applicant pool for the EFE program.
   - The remaining 43% responded that only certain students in the three categories make up the applicant pool.

   A teacher commented that students may be identified from all grade levels.

2. Seventy-one percent of teachers indicated that they consider the applicant pool to be correct.
   - The remaining 29% said the pool is too narrow.

   A teacher commented that the applicant pool is made up mostly of special education students.

3. Fifty-seven percent of teachers responded that students from the three categories of eligibility who are most in need are selected for the program.
   - The remainder responded that a balanced number of students from the three categories who are most in need are selected (14% of teachers) or that "other" criteria for selection are used (29% of teachers).

CHART 4
SURVEY OF EFE TEACHERS

SURVEY QUESTION		RESPONSE		PERCENTAGES
1.	Who makes up the pool of students who initially are considered for the Education for Employment Program (i.e., applicant pool)?	A.	All students in the ninth grade with a GPA below 2.0 who are academically disadvantaged (at least one year below grade level), economically disadvantaged (students receiving free or reduced lunch), and/or special education students.	57%
		B.	Certain students in the ninth grade with a GPA below 2.0 who are academically disadvantaged, economically disadvantaged, and/or special education students.	43%
		C.	Other	0%
2.	In your opinion, is the group of students from which the program draws	A.	Too broad	0%
		B.	Too narrow	29%
		C.	Correct	71%
3.	How are students selected for the program?	A.	Students from any of the three categories of eligibility who are most in need are selected.	57%
		B.	A balanced number of students from the three categories of eligibility who are most in need in those categories are selected.	14%
		C.	Other	29%
4.	Who selects students for the program?	A.	Education for Employment teacher	14%
		B.	A selection committee	14%
		C.	Other (e.g., guidance, special education and other teachers, parents, administrators)	72%
5.	In your opinion, are the criteria and the procedures for selecting students to enroll in the program appropriate?	A.	Yes	71%
		B.	No	29%
6.	Based on your professional judgment, what percentage of your EFE students who continue in the Chesapeake school division transition to another vocational education program?	A.	1-20%	0%
		B.	21-40%	0%
		C.	41-60%	0%
		D.	61-80%	43%
		E.	81-100%	57%
7.	Based on your professional judgment, what percentage of your students who continue in the Chesapeake school division complete high school?	A.	1-20%	0%
		B.	21-40%	14%
		C.	41-60%	0%
		D.	61-80%	29%
		E.	81-100%	57%
8.	What is your overall level of satisfaction with the program?	A.	Very satisfied	86%
		B.	Satisfied	14%
		C.	Not Satisfied	0%

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A teacher commented that he was not actively involved in the selection process but that his class appears to be a cross-section of the three categories.

4. Seventy-two percent of teachers indicated that students are selected for the program by someone "other" than the EFE teacher.
   - The remainder were divided as to whether the EFE teacher (14% of respondents) or a selection committee (14% of respondents) selects students for the program.
   - Seventy-one percent of teachers indicated that the selection criteria and process are appropriate.

Teachers commented that the EFE teacher is only one person involved in the selection process, that referrals come from parents, guidance, special education, and other teachers.

Teachers commented that the ultimate decision is made by guidance.

Teachers commenting said they would like more input regarding student selection.

5. Fifty-seven percent of teachers responded that 81 - 100% of EFE students who continue in the Chesapeake school division transition to another vocational education program.
   - The remainder responded that 61-80% of students transition to another vocational education program.

6. Fifty-seven percent of teachers responded that 81 - 100% of EFE students who continue in the Chesapeake school division complete high school.
   - An additional 29% responded that 61 - 80% of students complete high school.

7. Teachers indicated they are very satisfied (86%) or satisfied (14%) with the EFE program.

A teacher commented as follows, "Please know the EFE program is the only work program designed for special needs kids."

A teacher commented that he would like to have more students in the program.

CONCLUSIONS:

1. EFE teachers are divided in their opinions regarding who is considered for enrollment in EFE.
   - Approximately half the teachers (57%) believe all students in the ninth grade with a GPA below 2.0 in the three categories of eligibility are considered for enrollment; the remaining teachers (43%) believe only a limited number of students who could benefit from the EFE program are considered.

2. Most EFE teachers (71%) consider the group of students from which the program draws to be correct.

3. It appears that all high schools use the three categories of eligibility to select students who are most in need. Approximately one-third of teachers indicated, however, that "other" criteria are used, and in at least one school most students are selected from the special education category.

4. The selection process appears to be informal and inconsistent among schools.
   - Comments of EFE teachers indicate that students are selected for the EFE program from a variety of sources. In addition to EFE teachers, administrators, guidance counselors, other teachers, and parents are responsible for students being scheduled into the EFE program.

5. It is the professional opinion of EFE teachers that most EFE students (61 - 100% of students) who continue in the Chesapeake school division transition to another vocational education program.

6. It is the professional opinion of EFE teachers that most EFE students (61 - 100% of students) who continue in the Chesapeake school division complete high school.

7. The level of satisfaction with the EFE program is high among EFE teachers.

RECOMMENDATION:

1. Formalize the student identification and selection process for the EFE program at all schools. To ensure that all students in the three categories of eligibility are considered and that students most in need are served, the following identification and selection process is suggested:
   - A schoolwide "safety net" team (i.e., administrators, guidance and vocational counselors, teachers) should be used to identify potential students. The EFE teacher and a special education staff member should be included as ad hoc members of the team.
   - Using the student data management system, the team should generate at the end of each nine weeks a list of ninth graders with a GPA below 2.0 who qualify in one or more of the three categories of eligibility.
   - The team should consider additional information from student profiles and recommendations from school staff to select students from each category who would benefit most from the program.
   - A staff member of the feeder middle school should assist the "safety net" team in identifying potential EFE students and facilitating the transition of students into the secondary EFE program.
   - A formal means of informing all students and parents of the recommendation to enroll any student in the EFE program should be established. This would be replace the current practice of enrolling some students through the regular scheduling process without counseling.

2. Clarify information regarding the EFE program to administrators, faculty, and regular and vocational guidance counselors.

CHESAPEAKE PUBLIC SCHOOLS

SUPPORTING DOCUMENTATION TO THE STUDY:

SURVEY OF VOCATIONAL COUNSELORS AND GUIDANCE DIRECTORS

SURVEY OF VOCATIONAL COUNSELORS AND GUIDANCE DIRECTORS

PURPOSE OF THE SURVEY:

Surveys were sent in February 1998 to the six vocational counselors and six guidance directors in the high schools to gather information regarding the EFE applicant pool, selection criteria and process, success rate of the program, and level of satisfaction with the program among vocational counselors and guidance directors. Eleven counselors responded for a return rate of 84%.

PERFORMANCE CRITERIA FOR SUCCESS:

1. Applicant pool includes all students in the three categories of eligibility who could benefit from the program.
2. Standard criteria and selection process are used citywide.
3. The majority of students who continue in the Chesapeake school division transition from EFE to another vocational education program.
4. The majority of students who continued in the Chesapeake school division complete high school.
5. Seventy-five percent of vocational counselors and guidance directors surveyed express satisfaction with the program.

FINDINGS (see Chart 5, page 75):

1. Seventy-three percent of respondents indicated that all students in the ninth grade with a GPA below 2.0 who are academically disadvantaged (at least one year below grade level), economically disadvantaged (students receiving free or reduced lunch), and/or special education students make up the applicant pool for the EFE program.
   - The remaining 27% responded that only certain students in the three categories make up the applicant pool.

2. Ninety-one percent of respondents indicated that they consider the applicant pool to be correct.
   - The remaining 9% said the pool is too narrow.

   A respondent who disagreed commented that there is an increasingly high number of low level special education students enrolled in the program when more regular education students in the school (who are otherwise under served) are qualified for the program.

3. Sixty-four percent of respondents said that students from the three categories of eligibility who are most in need are selected for the program.
   - The remainder responded that a balanced number of students from the three

CHART 5
SURVEY OF VOCATIONAL COUNSELORS AND GUIDANCE DIRECTORS

SURVEY QUESTION		RESPONSE		PERCENTAGES
1	Who makes up the pool of students who initially are considered for the Education for Employment Program (i.e., applicant pool)?	A	All students in the ninth grade with a GPA below 2.0 who are academically disadvantaged (at least one year below grade level), economically disadvantaged (students receiving free or reduced lunch), and/or special education students	73%
		B	Certain students in the ninth grade with a GPA below 2.0 who are academically disadvantaged, economically disadvantaged, and/or special education students	27%
		C	Other	0%
2	In your opinion, is the group of students from which the program draws	A	Too broad	0%
		B	Too narrow	9%
		C	Correct	91%
3	How are students selected for the program?	A	Students from any of the three categories of eligibility who are most in need are selected	64%
		B	A balanced number of students from the three categories of eligibility who are most in need in those categories are selected	27%
		C	Other	9%
4	Who selects students for the program?	A	Education for Employment teacher	36%
		B	A selection committee	0%
		C	Other	55%
		D	Bad Entry	9%
5	In your opinion, are the criteria and the procedures for selecting students to enroll in the program appropriate?	A	Yes	82%
		B	No	18%
6	Based on your professional judgment, what percentage of EFE students who continue in the Chesapeake school division transition to another vocational education program?	A	1-20%	19%
		B	21-40%	9%
		C	41-60%	27%
		D	61-80%	36%
		E	81-100%	9%
7	Based on your professional judgment, what percentage of EFE students who continue in the Chesapeake school division complete high school?	A	1-20%	0%
		B	21-40%	9%
		C	41-60%	36%
		D	61-80%	36%
		E	81-100%	19%
8	What is your overall level of satisfaction with the EFE program?	A	Very satisfied	18%
		B	Satisfied	64%
		C	Not Satisfied	9%
		D	Blank	9%
9	What is your overall involvement with the EFE program?	A	Very involved	19%
		B	Involved	27%
		C	Minimally involved	45%
		D	Not involved	0%
		E	Blank	9%

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categories who are most in need (27% of respondents) or "other" criteria for selection (9% of respondents) are used.

A respondent commented that students tend to be low-achieving, low-ability students.

4. Fifty-five percent of respondents said that students are selected for the program by someone "other" than the EFE teacher.
   - Thirty-six percent indicated that the EFE teacher selects students
   - None of the respondents said a selection committee is used.

A respondent commented that the selection process is as follows: "Student selects class; counselor schedules; EFE teachers reviews to verify qualifications."

A respondent commented that students generally sign up for EFE because of a recommendation by the scheduling counselor or a previous teacher.

A respondent commented that teacher recommendations, guidance recommendations, parent interest, student conferences, and feeder school staff recommendations are used in the selection process.

5. Eighty-two percent of respondents indicated that the selection criteria and process are appropriate.

A respondent commented that the selection process should depend more heavily on teacher and counselor referrals based on the needs of students.

A respondent suggested more articulation with the feeder middle school to ensure that students in special programs such as ARC are targeted for extra support at the high school level.

6. Forty-five percent of respondents indicated that 61-100% of EFE students who continue in the Chesapeake school division transition to another vocational education program.
   - Twenty-seven percent said from 41- 60% of EFE students transition to another vocational education program.

7. Fifty-five percent of respondents indicated that 61-100% of EFE students who continue in the Chesapeake school division complete high school.
   - Thirty-six percent said 41- 60% of EFE students complete high school.

8. Eighteen percent of respondents are very satisfied with the EFE program; sixty-four percent are satisfied.

A respondent commented that the program needs a highly committed teacher and that teachers and counselors need a better understanding of the program and its goals.

9. Forty-five percent of respondents said they are minimally involved with the EFE program.
   - Nineteen percent of respondents said they are very involved
   - Twenty-seven percent indicated they are involved.

- Nine percent left the item blank.

CONCLUSIONS:

1. Only 46% of vocational counselors and guidance directors at the senior high schools indicated they are involved or very involved with the EFE program.

2. According to most vocational counselors and guidance directors surveyed (73%), all students in the ninth grade with a GPA below 2.0 in the three categories of eligibility make up the applicant pool for the EFE program.

3. A high percentage of vocational counselors and guidance directors surveyed (91%) consider the applicant pool from which the program draws to be correct.

4. It appears that all high schools use the three categories of eligibility to select students who are most in need for the program.
   - Based on comments of respondents, it appears that in some schools a high percentage of students from the category of special education are selected for the program. As a result, students from the regular program who would qualify for the program may be under served.

5. The selection process appears to be informal and varies among schools.

6. It is the professional opinion of most vocational counselors and guidance directors surveyed (72%) , that the majority of EFE students (41 - 100%) who continue in the Chesapeake school division transition to another vocational education program.

7. It is the professional opinion of most vocational counselors and guidance directors surveyed (91%), that the majority of EFE students (41 - 100%) who continue in the Chesapeake school division complete high school.

8. The level of satisfaction with the EFE program is high among vocational counselors and guidance directors.

RECOMMENDATIONS:

1. Formalize the student identification and selection process for the EFE program at all schools. To ensure that all students in the three categories of eligibility are considered and that students most in need are served, the following identification and selection process is suggested:
   - A schoolwide "safety net" team (i.e., administrators, guidance and vocational counselors, teachers) should be used to identify potential students. The EFE teacher

and a special education staff member should be included as ad hoc members of the team.

- Using the student data management system, the team should generate at the end of each nine weeks a list of ninth graders with a GPA below 2.0 who qualify in one or more of the three categories of eligibility.
- The team should consider additional information from student profiles and recommendations from school staff to select students from each category who would benefit most from the program.
- A staff member of the feeder middle school should assist the "safety net" team in identifying potential EFE students and facilitating the transition of students into the secondary EFE program.

2. Clarify information regarding the program to administrators, faculty, and the guidance department.

3. Clarify the responsibilities and the expected level of involvement of the vocational counselor and regular guidance counselors in the EFE program and emphasize the importance of providing ongoing support to EFE students (e.g., monitoring progress toward vocational program completer status, counseling students regarding Academic Tech Prep).

4. Ensure that regular education students are considered for enrollment in the EFE program.

CHESAPEAKE PUBLIC SCHOOLS

SUPPORTING DOCUMENTATION TO THE STUDY:

SURVEY OF PRINCIPALS

SURVEY OF PRINCIPALS

PURPOSE OF THE SURVEY:

Surveys were sent in January 1998 to the six high school principals to gather information regarding the Education for Employment (EFE) program, including (1) the applicant pool, (2) student selection criteria and process, (3) students enrolled based on the three categories of eligibility, (4) direct correspondence between the strategies recommended in educational literature and the components of the EFE program, and (5) level of satisfaction with the program among principals. Four high school principals responded for a return rate of 67%.

PERFORMANCE CRITERIA FOR SUCCESS:

1. Applicant pool includes all students in the three categories of eligibility who could benefit from the program.
2. Standard selection criteria and processes are used citywide.
3. Seventy-five percent of principals surveyed express satisfaction with the program.

FINDINGS: (see Chart 6, page 81):

1. With regard to the pool of students who initially are considered for the Education for Employment program (i.e., applicant pool), seventy-five percent of principals said that applicants include all students in the ninth grade with a GPA below 2.0 who are academically disadvantaged (at least one year below grade level), economically disadvantaged (students receiving free or reduced lunch), and/or special education students.
   - The remaining one-quarter of principals left this item blank.

2. Seventy-five percent of principals responded that the group of students from which the program draws is correct.
   - The remaining one-quarter of principals left this time blank.

3. Seventy-five percent of principals responded that students from any of the three categories of eligibility who are most in need are selected.
   - The remaining one-quarter of principals left this item blank.

4. One-half of principals indicated that students are selected for the program by the EFE teacher, one-quarter indicated that a selection committee selects students, and one-quarter indicated "other."

CHART 6
SURVEY OF PRINCIPALS

SURVEY QUESTION	RESPONSE		PERCENTAGES
1. Who makes up the pool of students who initially are considered for the Education for Employment Program (i.e., applicant pool)?	A.	All students in the ninth grade with a GPA below 2.0 who are academically disadvantaged (at least one year below grade level), economically disadvantaged (students receiving free or reduced lunch), and/or special education students.	75%
	B.	Certain students in the ninth grade with a GPA below 2.0 who are academically disadvantaged, economically disadvantaged, and/or special education students.	0%
	C.	Other	0%
	D.	Blank	25%
2. In your opinion, is the group of students from which the program draws	A.	Too broad	0%
	B.	Too narrow	0%
	C.	Correct	75%
	D.	Blank	25%
3. How are students selected for the program?	A.	Students from any of the three categories of eligibility who are most in need are selected.	75%
	B.	A balanced number of students from the three categories of eligibility who are most in need in those categories are selected.	0%
	C.	Other	0%
	D.	Blank	25%
4. Who selects students for the program?	A.	Education for Employment teacher	50%
	B.	A selection committee	25%
	C.	Other	25%
	D.	Blank	0%
5. In your opinion, are the criteria and the procedures for selecting students to enroll in the program appropriate?	A.	Yes	75%
	B.	No	0%
	C.	Blank	25%
6. What is your overall level of satisfaction with the program?	A.	Very satisfied	75%
	B.	Satisfied	25%
	C.	Not Satisfied	0%
	D.	Blank	0%

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5. Seventy-five percent of principals responded that the criteria and the procedures for selecting students to enroll in the EFE program are appropriate.
   - The remaining one-quarter of principals left this item blank.

6. All principals said they are very satisfied (75%) or satisfied (25%) with the EFE program.

CONCLUSIONS:

The following conclusions are based on the responses of principals surveyed.

1. It appears that in most schools (75%) the applicant pool includes all students in the three categories of eligibility who could benefit from the program.
   - Most principals (75%) consider the applicant pool to be correct.

2. In most schools (75%), the three categories of eligibility are used to select students for the program and students most in need from any of the three categories are selected rather than balancing the number selected from each category.

3. The identification and selection process for the EFE program varies among the high schools.
   - In some schools, the EFE teacher selects students, in another a selection committee is used, and in the remaining schools "other" methods of selection are used.
   - Most principals consider the method used in the school to be correct.

4. Principals have a high level of satisfaction with the EFE program.

RECOMMENDATIONS:

1. Formalize the student identification and selection process for the EFE program at all schools. To ensure that all students in the three categories of eligibility are considered and that students most in need are served, the following identification and selection process is recommended:
   - A schoolwide "safety net" team (i.e., administrators, guidance and vocational counselors, teachers) should be used to identify potential students. The EFE teacher and a special education staff member should be included as ad hoc members of the team.
   - Using the student data management system, the team should generate at the end of each nine weeks a list of ninth graders with a GPA below 2.0 who are failing one or more courses and who qualify in one or more of the three categories of eligibility.
   - The team should consider additional information from student profiles and recommendations from school staff (a) to select students from each category who would benefit most from the program and (b) to ensure that services are coordinated.
   - A staff member of the feeder middle school should assist the "safety net" team in identifying potential EFE students and facilitating the transition of students into the secondary EFE program.

- A formal means of informing all students and parents of the recommendation to enroll any student in the EFE program should be established. This would replace the current practice of enrolling some students through the regular scheduling process without counseling.

2. Clarify information regarding the EFE program to administrators, faculty, and regular and vocational guidance counselors.

CHESAPEAKE PUBLIC SCHOOLS

SUPPORTING DOCUMENTATION TO THE STUDY:

SURVEY OF SPECIAL EDUCATION STAFF

SURVEY OF SPECIAL EDUCATION STAFF

PURPOSE OF THE SURVEY: Surveys were sent in February 1998 to eight special education administrators, three special education transition specialists, and the special education chairpersons in the six high schools to gather information regarding the EFE applicant pool, selection criteria and process, success rate of the program, and level of satisfaction with the program among special education staff. A total of eleven responses were received for a return rate of 65%.

PERFORMANCE CRITERIA FOR SUCCESS:

1. Applicant pool includes all students in the special education category who could benefit from the program.
2. Standard selection criteria and processes are used citywide.
3. The majority of special education students who continue in the Chesapeake school division transition from the EFE program to another vocational education program.
4. The majority of special education students who continue in the Chesapeake school division complete high school.
5. Seventy-five percent of special education staff surveyed expressed satisfaction with the program.

FINDINGS (see Chart 7, page 86):

1. Forty-five percent of all special education staff surveyed said only a limited number of special education students in the ninth grade with a GPA below 2.0 make up the pool of students for the EFE program in the category of special education.

   A high school chairperson commented that the guidance department selects students for the EFE program after considering teacher recommendations. Another chairperson commented that this is an IEP committee decision and is made on the middle school level.

2. Eighty-two percent of special education staff members indicated the group of special education students served in the EFE program is appropriate.

   A high school chairperson commented that "EFE crystallizes vocational readiness for transition students."

3. Forty-five percent of special education staff members said a member of the special education staff selects students for the EFE program. Nineteen percent said a selection committee that includes a special education staff member selects students. A quarter responded "other."

4. Ninety-one percent of special education staff members surveyed consider the criteria and

CHART 7
Survey of Special Education Staff

SURVEY QUESTION	RESPONSE	PERCENTAGES			
		SPED Administrators	SPED Transition Specialists	SPED School Chairpersons	All Groups*
1. Who makes up the pool of special education students who initially are considered for the Education for Employment Program (i.e., applicant pool)?	A. All special education students in the ninth grade with a GPA below 2.0?	0%	0%	50%	18%
	B. Certain special education students in the ninth grade with a GPA below 2.0 (i.e., special ed students randomly placed through the scheduling process)?	60%	50%	25%	45%
	C. Other	20%	50%	25%	28%
	D. Blank	20%	0%	0%	9%
2. In your opinion, is the group of special education students served appropriate?	A. Yes	80%	50%	100%	82%
	B. No	20%	50%	0%	18%
3. Who selects students for the program?	A. EFE Teacher	0%	0%	0%	0%
	B. A special education staff member (e.g., special ed teacher, special ed administrator)	40%	0%	75%	45%
	C. A selection committee that includes a special education staff member (e.g., special ed teacher, special ed administrator)	20%	50%	0%	19%
	D. Other	20%	50%	25%	27%
	E. Blank	20%	0%	0%	9%
4. In your opinion, are the criteria and the procedures for selecting special education students to enroll in the program appropriate?	A. Yes	80%	100%	100%	91%
	B. No	20%	0%	0%	9%
5. Based on your professional judgment, what percentage of EFE special education students who continue in the Chesapeake school division transition to another vocational education program?	A. 1-20%	20%	0%	25%	18%
	B. 21-40%	0%	0%	0%	0%
	C. 41-60%	20%	50%	25%	28%
	D. 61-80%	40%	0%	50%	36%
	E. 81-100%	20%	50%	0%	18%
6. Based on your professional judgment, what percentage of EFE special education students who continue in the Chesapeake school division complete high school?	A. 1-20%	0%	0%	0%	0%
	B. 21-40%	20%	0%	0%	9%
	C. 41-60%	0%	50%	0%	9%
	D. 61-80%	60%	0%	25%	36%
	E. 81-100%	20%	50%	75%	46%
7. What is your overall level of satisfaction with the EFE program?	A. Very Satisfied	20%	0%	50%	27%
	B. Satisfied	60%	100%	50%	64%
	C. Not Satisfied	20%	0%	0%	9%
	D. Blank	0%	0%	0%	0%
8. What is your overall involvement with the EFE program?	A. Very involved	0%	0%	25%	9%
	B. Involved	20%	50%	25%	27%
	C. Minimally involved	40%	50%	50%	46%
	D. Not involved	40%	0%	0%	18%

*All subgroups were summed as one group.

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procedures for selecting special education students to enroll in the EFE program to be appropriate.

5. Fifty-four percent of special education staff members indicated that 61-100% of special education students in the EFE program who continue in the Chesapeake school division transition to another vocational education program.
   - Twenty-eight percent indicated that 41-60% transition to another vocational education program; eighteen percent indicated that 1 - 20% transition.

6. Eighty-two percent of special education staff members said 61-100% of special education students who continue in the Chesapeake school division complete high school.

7. Ninety-one percent of special education staff members are either satisfied or very satisfied with the EFE program.

A special education administrator commented that EFE is an excellent program for special education students; it is the administrator's impression, however, that not enough slots are available.

8. Sixty-four percent of the special education staff members responding have minimal or no involvement in the EFE program.

CONCLUSIONS:

1. The majority of special education staff members (64%) have minimal to no involvement in the EFE program.

2. A high percentage of all special education staff members (82%) consider the group of special education students served in the EFE program to be appropriate.

3. Special education staff members do not agree on who makes up the group of students who are considered for the EFE program.

4. Overall special education staff members do not agree on who selects special education students for the EFE program.
   - Seventy-five percent of special education chairpersons maintain that they select students for EFE.

5. A high percentage of all special education staff members (91%) consider the criteria and procedures for selecting special education students to enroll in the EFE program to be appropriate.

6. It is the professional judgment of 54% of special education staff members that most special education students (61-100%) in the EFE program transition to another vocational education program.

- It is the professional judgment of another 28% that 41-60% transition.

7. It is the professional judgment of a high percentage (82%) of special education staff members that most special education students in the EFE program complete high school.

8. A high percentage of special education staff members are satisfied or very satisfied with the EFE program.

RECOMMENDATIONS:

1. Increase formal communication and planning with the Special Education Department on the school and central office levels to ensure that (1) students are appropriately enrolled, (2) ongoing support is provided to students, and (3) the curriculum is understood and coordinated.

CHESAPEAKE PUBLIC SCHOOLS

SUPPORTING DOCUMENTATION TO THE STUDY:

REVIEW OF THE EFE CURRICULUM

REVIEW OF THE EFE CURRICULUM

PURPOSE OF THE REVIEW:

The EFE curriculum was reviewed to determine the extent to which the Chesapeake curriculum model is based on the recommendations from the Virginia Department of Education and from educational literature.

PERFORMANCE CRITERIA FOR SUCCESS:

1. The EFE curriculum is based on the four core subject areas (i.e., English, math, science, social studies).
2. The EFE curriculum is a functional curriculum offering: study skills, living skills, social skills, and cooperative work experience.

FINDINGS:

1. The Virginia Department of Education EFE Curriculum Guide (1996) is designed to serve as a model for the EFE curriculum in Chesapeake and other local school divisions (see samples of recommendations from the Virginia Department of Education EFE Curriculum Guide, Appendix 2, page 122).
   - A total of 70 tasks/competencies to be taught in depth on three levels are provided in the state curriculum guide; competencies may be modified by local school divisions based on unique division requirements.
   - The state curriculum guide recommends a heavy emphasis on career exploration in EFE I (grades 9, 10, 11) through the following sequence of tasks/competencies: Investigating Occupational Fields, Adapting Individual Assets to Occupations, Solving Problems in the Workplace, Gauging Progress Toward Independent Living Skills, and Improving Independent Living Skills.
   - The state curriculum guide recommends a heavy emphasis on the transition from school to work in EFE II (grades 10, 11, 12) through the following sequence of tasks/competencies: Gaining Technical Skills, Searching for Employment, Maintaining Successful Employment, Balancing Work and Family Roles, and Contributing to the Community.
   - The state curriculum recommends that a standard of competency expected for each task be established. Local programs are encouraged to develop their own methods of assessment, varying the methods of assessment to show competence.
   - The state curriculum guide provides a description of the correlation of tasks/competencies with the Virginia Standards of Learning (see samples of related academic standards of learning from the Virginia Department of Education EFE Curriculum Guide, Appendix 2, page 125).
   - The Department of Education provides supplementary materials to assist local school divisions in developing a challenging curriculum with appropriate activities (e.g., Career Pathways Activity Book, Career Pathways Teacher's Guide, Access to

Success: Strategies for Serving Special Population in Tech Prep Programs, EFE Resource List, Diverse Learners: Strategies for Success).

Example from *Career Pathways Activity Book*, pages 53-54:

Mapping Your Career Trip

- Develop a tentative career plan.
  1. Match the results of self-study with those of career exploration.
  2. Identify options for obtaining the education or training required for selected jobs.
  3. Determine high school courses required for or helpful to career preparation.
  4. Identify work experiences related to the career field.

2. The Chesapeake EFE curriculum (last revised in 1993) consists of 25 tasks/competencies in five areas: Orientation, Pre-Employment, Performance Objectives, Basic Living Skills, and Career Exploration (see list of tasks/competencies required in the Chesapeake curriculum, Appendix 3, page 126).
   - Fourteen of the 25 tasks/competencies are designated to be taught in EFE I, and the remaining 11 tasks/competencies are designated to be taught in EFE II (several are taught in both EFE I and II).
     - The tasks/competencies focus largely on the "mechanics" associated with three areas: getting a job, functioning in the workplace, and managing income (e.g., completing multiple job applications).
   - The sequence of tasks/competencies for EFE I and EFE II recommended in the state guide differs from the sequence of tasks in the Chesapeake curriculum (e.g., career exploration is taught first in the state curriculum and last in Chesapeake).
   - The Chesapeake curriculum is competency based. All students are expected to achieve mastery of 80% or better on most tasks. It appears that this occurs within a designated time frame on a paper-and-pencil assessment.
   - The Chesapeake curriculum does not include a description of the correlation of tasks/competencies with the Virginia Standards of Learning.
   - There is no evidence in the EFE curriculum documents that supplementary materials provided by the Virginia Department of Education have been incorporated into the local curriculum.
   - Information from Chesapeake's Educational Resource Center indicates that the 1991 edition of a textbook and workbook entitled *Learning for Earning* was adopted in the 1997-98 school year for the EFE program. There is no mention of the textbook/workbook in the Chesapeake curriculum documents.

- The Chesapeake curriculum is not written in the format currently recommended by the Chesapeake Public Schools Department of Curriculum and Instruction.

CONCLUSIONS:

1. Based on a comparison of the 1996 Virginia Department of Education EFE curriculum guide and the current Chesapeake curriculum document, the Chesapeake curriculum is outdated (the EFE curriculum typically has been updated every five years; the current curriculum was written in 1993) and has the following limitations:
   - The current Chesapeake curriculum is limited in its relationship to the four core subject areas of English, math, science, and social studies.
   - The scope of the Chesapeake EFE curriculum currently does not include the breadth and depth recommended in the 1996 Virginia Department of Education EFE Curriculum Guide.
     - The Chesapeake curriculum consists of a limited number of isolated activities that focus on the mechanics of getting a job, functioning in the workplace, and managing income.
   - The sequence of tasks/competencies for the Chesapeake curriculum does not follow the recommended sequence of the state curriculum guide and does not appear to provide an adequate foundation of career exploration for Level I EFE students.
     - The 1996 state curriculum guide recommends career exploration as an initial competency rather than as a culminating competency to allow students to establish attainable expectations for future employment.
     - The mechanics of getting a job, functioning in the workplace, and managing income would be more relevant after students have completed the career exploration component of the curriculum. Based on other data that include student interviews, most students currently are not working, and many have not selected a potential vocation.
   - The predominant assessment method used to determine mastery of competencies in Chesapeake appears to be traditional paper-and-pencil tasks. The state curriculum recommends varying the methods of assessment (e.g., portfolios and projects).
   - There is no clear correlation of the tasks/competencies of the Chesapeake curriculum with the Virginia Standards of Learning.

2. The supplementary materials provided by the Virginia Department of Education support the 1996 state curriculum guide. The supplementary materials contain ample resources for updating and aligning the local curriculum with the recommendations of the state.

3. The Chesapeake Department of Curriculum and Instruction provides an appropriate format for documenting the curriculum (i.e., correlation with Standards Of Learning, objectives, resources, recommended activities, and assessment methods) (see Appendix 4, page 129).

RECOMMENDATIONS:

1. Develop and implement a new Chesapeake EFE curriculum. Use the 1996 revised Virginia Curriculum Guide to determine the competencies to be taught in Level I and II EFE courses. Use the process and format recommended by the Chesapeake Department of Curriculum and Instruction for documenting the curriculum.

   - The current emphasis on a limited number of isolated activities with a narrow focus should be shifted to the broader, more in-depth study of the world of work recommended in the state curriculum guide.

     Example:
     The current CPS P4.9 "Given an occupation and a complete telephone directory, the student will locate the relevant information to that occupation as specified by the instructor with 90% accuracy."

     To be replaced by VA/1.1 "Compare occupations involving agriculture, natural resources, and the environment; student will include in the comparison major responsibilities, working conditions, education/training requirements for selected entry-, technical-, and professional-level jobs; salary ranges; and opportunities for advancement."

   - A Chesapeake curriculum guide with sample activities that include a variety of instructional activities and assessment methods should be developed.
   - The Chesapeake curriculum guide should reflect the use of appropriate supplementary materials provided by the Virginia Department of Education.
   - The textbook/workbook currently used should be reviewed to determine if the materials support the updated curriculum.
   - The Chesapeake Competency Record should be revised to reflect the recommendations of the 1996 Virginia Curriculum Guide.

2. Follow the sequence of tasks/competencies recommended in the Virginia Department of Education Guide to provide Career Exploration as an initial project in EFE I.

   - Shift the emphasis of the program to a more field-based approach (e.g., provide greater opportunities for students to visit jobs sites and interact with people in the workplace).

3. Provide structured opportunities for EFE students to work within the school (e.g., in the media center) in lieu of the cooperative work experience.

4. Provide a clear description of the correlation between the Chesapeake EFE curriculum and the Virginia Standards of Learning based on the model used in the regular instructional program.

5. Encourage staff development for EFE teachers that emphasizes activity/application strategies in the EFE classroom.
   - The EFE-sponsored craft show at Indian River High School provides an excellent example of an activity/application strategy (see Appendix 5, page 130).
     - The activities required for students to implement the craft show project correlate with the following tasks/competencies recommended in the Virginia Department of Education EFE Curriculum Guide:
       Level I, #4.3., page 6, Explore worker requirements and expectations - communications, teamwork, problem-solving, customer service skills).
       Level I, #5.3, page 7, Describe ways to take responsibility - customer service, resolving conflict, working to deadlines, completing assignments.
       Level I, #3.1, page 15, Investigate problems involving customer service.
       Level I, #3.3, page 15, Investigate problems involving resource management.
       Level I, #5.7, page 16, Select opportunities for community involvement and leadership.
       Level II, #3.1, page 24, Display positive work traits and attitudes - good self-management, teamwork, problem solving.
       Level II, #3.4, page 24, Use elements of business/social protocol to enhance opportunities for success - office politics, conduct/dress, relationships with co-workers.

CHESAPEAKE
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SUPPORTING DOCUMENTATION TO THE STUDY:

ANALYSIS OF ACHIEVEMENT DATA

ANALYSIS OF ACHIEVEMENT DATA (1994-95 EFE Program)

PURPOSE OF THE DATA COLLECTION:

To determine the success rate of the Education for Employment program, information was examined pertaining to the number of students in the 1994-95 EFE program who transitioned to another vocational education program and the number of students who completed high school or remained in school.

PERFORMANCE CRITERIA FOR SUCCESS:

1. The majority of ninth-grade students in the 1994-95 EFE program continued in the Chesapeake school division and transitioned from EFE to another vocational education program.
2. The majority of ninth-grade students in the 1994-95 EFE program continued in the Chesapeake school division and completed high school or remained in school.

FINDINGS (see Chart 8, page 97, and Chart 9, page 98):

1. One hundred and eight ninth graders were enrolled in the 1994-95 EFE program.
2. Eighty-five of the ninth graders continued in the Chesapeake Public Schools (i.e., did not transfer).
3. Of the 85 EFE students who continued in the Chesapeake school division, fifty-four students (64%) are scheduled to complete high school.
   - Thirty-one (36%) dropped out of school (see Chart 8).
4. Of the eighty-five students who continued in the Chesapeake school division, thirty-two (38%) students enrolled after EFE in vocational education courses that would result in the student achieving vocational program completer status in a vocational area other than EFE (see Appendix 1, page 121):
   - Nineteen (22%) of the 85 EFE students who continued in the Chesapeake school division enrolled in additional selected vocational education courses but did not achieve vocational program completer status.
   - Three students did not enroll in any additional vocational education courses.

CONCLUSIONS:

1. The majority (64%) of ninth graders in the 1994-95 EFE program who did not transfer are scheduled to complete high school; however, over one-third dropped out of school.
   - Deep Creek High (55%) and Western Branch High (60%) had the highest percentages of students dropping out.
   - All other schools had approximately one-third of their students drop out.

2. Only one-third of the 85 EFE students who did not transfer enrolled after EFE in vocational education courses that resulted in vocational program completer status in a vocational area other than EFE.

CHART 8
1994-95 EFE PROGRAM (NINTH GRADERS)
STUDENTS WHO COMPLETED OR REMAINED IN HIGH SCHOOL

SCHOOL	# NINTH GRADERS	# WHO TRANS-FERRED FROM CPS	# WHO CONTINUED IN CPS	# WHO DROPPED OUT OF SCHOOL	# WHO COMPLETED OR REMAINED IN HIGH SCHOOL
Deep Creek High	14	3	11	6 (55%)	5 (45%)
Western Branch High	18	8	10	6 (60%)	4 (40%)
Great Bridge High	22	4	18	6 (33%)	12 (67%)
Indian River High	15	1	14	4 (29%)	10 (71%)
Oscar Smith High	39	7	32	9 (28%)	23 (72%)
TOTALS	**108**	**23**	**85**	**31**	**54**
PERCENTAGES				**36%**	**64%**

CHART 9
1994-95 EFE PROGRAM (NINTH GRADERS)
STUDENTS WHO TRANSITIONED TO ANOTHER VOCATIONAL PROGRAM

SCHOOL	# WHO CONTINUED IN CPS	# ENROLLED IN ANOTHER VOCATIONAL PROGRAM AFTER EFE*	# ENROLLED IN AT LEAST ONE VOCATIONAL COURSE AFTER EFE**	#WHO DID NOT ENROLL IN ADDITIONAL VOCATIONAL COURSES AFTER EFE	# WHO DROPPED OUT OF SCHOOL
Deep Creek High	11	3 (27%)	2 (18%)	0 (0%)	6 (55%)
Western Branch High	10	3 (30%)	0 (0%)	1 (10%)	6 (60%)
Great Bridge High	18	11 (61%)	1 (6%)	0 (0%)	6 (33%)
Indian River High	14	4 (29%)	5 (35%)	1 (7%)	4 (29%)
Oscar Smith High	32	11 (34%)	11 (34%)	1 (3%)	9 (29%)
TOTALS	85	32	19	3	31
PERCENTAGES		38%	22%	4%	36%

*Students would attain vocational program completer status.
**Students would not attain vocational program completer status.

- Great Bridge High (61%) had the highest percentage of students enrolling in other courses leading to completer status.

The majority of students who stayed in school enrolled in at least one vocational course after EFE.

RECOMMENDATIONS:

1. To address the fact that only one-third of the ninth graders in the 1994-95 EFE program enrolled after EFE in vocational courses that would result in vocational program completer status in a vocational area other than EFE, clarify the goal of "transitioning to a specific vocational program" to all groups involved in EFE.
   - Counsel students regarding this option upon entry in the EFE program. Emphasize the importance of the goal on a continuing basis.
   - Provide information to the guidance department regarding the goal. Emphasize the importance of the role of the vocational counselor in providing information regarding courses needed after EFE to attain vocational program completer status in another vocational program.
   - Increase formal communication and planning with the Special Education Department on the school and central office levels to ensure that staff members are fully informed as to the vocational education options available to special education students after EFE.
   - Align the Chesapeake curriculum with the 1996 revised Virginia Curriculum Guide which emphasizes career exploration for Level I EFE students.

2. Based on information from educational literature, the following recommendations may increase the percentage of EFE students completing high school.
   - Update the current Chesapeake curriculum to align with the 1996 revised Virginia Curriculum Guide to ensure a correlation between the Chesapeake EFE curriculum and the Virginia Standards of Learning.
   - Encourage more EFE students to seek employment.
     - Provide students with opportunities to visit work sites, assist students in obtaining jobs; design class projects that develop skills students will need in the workplace.
   - Emphasize the role of the vocational counselor in providing ongoing support to EFE students (e.g., monitoring progress toward vocational program completer status, counseling students regarding Academic Tech Prep).
   - Increase parental involvement.
   - Increase opportunities for EFE students to participate in the cocurricular activities of other vocational programs.
   - Provide students with Level II vocational assessments to help students formulate career goals.
   - Explore the possibility of providing a formal volunteer mentoring component in the EFE program.

CHESAPEAKE PUBLIC SCHOOLS

SUPPORTING DOCUMENTATION TO THE STUDY:

ANALYSIS OF INFORMATION REGARDING HYPOTHETICAL APPLICANT POOL AND STUDENTS ENROLLED

ANALYSIS OF INFORMATION REGARDING THE HYPOTHETICAL POOL AND STUDENTS ENROLLED IN THE 1997-98 EFE PROGRAM

PURPOSE OF THE ANALYSIS:

1. A list of all ninth graders in the school division who at the end of first semester (1997-98) had a GPA below 2.0 and would potentially qualify in one of the three EFE eligibility categories was generated from the Student Data Management system. After an overall sort for GPA below 2.0, a student was placed in one of three non-duplicated categories in the following order: special education, over age for grade level, or students receiving free or reduced lunch (i.e., a special education student who is also over age or on free or reduced lunch appears only in the special education category). The purpose was to establish a hypothetical pool of students who could potentially benefit from the EFE program and compare the pool with the number of students who were enrolled in the program.

2. Information regarding the number of students enrolled in the 1997-98 EFE program was used to prepare a profile of enrolled students.

3. Information regarding students enrolled in the 1997-98 program was used to determine if students enrolled fit the expected profile (i.e., special education, academically disadvantaged, economically disadvantaged) (see Appendix 6, pages 132 and 133).

PERFORMANCE CRITERIA FOR SUCCESS:

1. "Applicant" pool includes all students in the three categories of eligibility who could benefit from the program.

2. Students enrolled meet the eligibility requirements; profile of and number of students enrolled in comparison to the applicant pool indicate that students who could benefit most from the program were enrolled.

FINDINGS (see Chart 10, page 102, Chart 11, page 103, and Chart 12, page 104):

Hypothetical Pool:

1. After the first semester of the 1997-98 school year, a total of 565 **ninth-grade** students were in the hypothetical pool of students with a **GPA below 2.0** (see Chart 10).
   - The 565 students represent 18.6% of the entering ninth grade (9/30/97) for 1997-98.
   - Of the 565 students, 194 students (34%) were in the special education category.
   - Of the 565 students, an additional 114 students (20%) were over age for grade level.

CHART 10
ANALYSIS OF HYPOTHETICAL POOL
END OF FIRST SEMESTER - 1997-98

NINTH-GRADE STUDENTS WITH GPA BELOW 2.0

SCHOOL	SPECIAL EDUCATION STUDENTS*	STUDENTS OVER AGE FOR GRADE LEVEL*	STUDENTS RECEIVING FREE OR REDUCED LUNCH*	TOTAL
Deep Creek High School	51	28	53	132
Great Bridge High School	22	4	25	51
Oscar Smith High School	44	37	91	172
Western Branch High School	19	14	31	64
Indian River High School	39	18	42	99
Hickory High School	19	6	11	36
Chesapeake Alternative	0	7	4	11
TOTAL	**194**	**114**	**257**	**565**
PERCENTAGES	**34%**	**20%**	**46%**	

*After an overall sort for GPA below 2.0, students were placed in one of three non-duplicated categories of eligibility.

CHART 11
PROFILE OF STUDENTS ENROLLED
1997-98 EFE PROGRAM

School	# Students	Category of Eligibility			Grade Level				#Students Over Age for Grade Level
		Special Education*	Academically Disadvantaged*	Economically Disadvantaged*	9th	10th	11th	12th	
Deep Creek High	22	19	3	0	4	10	6	2	6
Great Bridge High	6	5	1	0	3	3	0	0	0
Oscar Smith High	59	48	10	1	17	19	9	14	9
Western Branch High	38	12	26	0	16	11	7	4	5
Indian River High	39	10	20	9	13	15	7	4	8
Hickory High	1	1	0	0	0	1	0	0	0
TOTALS	**165**	**95**	**60**	**10**	**53**	**59**	**29**	**24**	**28****
PERCENTAGES		**58%**	**36%**	**6%**	**32%**	**36%**	**18%**	**14%**	**17%**

*Teacher-designated categories (non-duplicated)
**Eleven over-age students are special education, seventeen are academically and/or economically disadvantaged.

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CHART 12
PERCENTAGE OF SPECIAL EDUCATION STUDENTS BY GRADE LEVEL
1997-98 EFE PROGRAM

	9th Grade	10th Grade	11th Grade	12th Grade
# Special Education Students by Grade Level	31	30	16	18
# Regular Education Students by Grade Level	22	29	13	6
TOTAL	**53**	**59**	**29**	**24**
% SPECIAL EDUCATION	**58%**	**51%**	**55%**	**75%**

- The remaining 257 students (46%) were receiving free or reduced lunch.

Students Currently Enrolled:

2. A total of 165 students were enrolled in the 1997-98 EFE program (see Chart 11, page 103).
   - Of the 165 students, 95 students (58%) were identified in the category of special education.
   - Of the 165 students, 60 students (36%) were identified in the category of academically disadvantaged.
   - Of the 165 students, 10 students (6%) were identified in the category of economically disadvantaged.

3. The following is an analysis by school of the number of ninth graders in the hypothetical pool and the number of ninth graders enrolled in EFE:
   - Deep Creek High School has a hypothetical pool of 132; 4 ninth graders are enrolled.
   - Great Bridge High School has a hypothetical pool of 51; 3 ninth graders are enrolled.
   - Oscar Smith High School has a hypothetical pool of 172; 17 ninth graders are enrolled.
   - Western Branch High School has a hypothetical pool of 64; 16 ninth graders are enrolled.
   - Indian River High School has a hypothetical pool of 99; 13 ninth graders are enrolled.
   - Hickory High School has a hypothetical pool of 36; 0 ninth graders are enrolled.

4. With regard to grade levels of students enrolled in the 1997-98 EFE program,
   - Fifty-three students (32%) were ninth graders.
   - Fifty-nine students (36%) were tenth graders.
   - Twenty-nine students (18%) were eleventh graders.
   - Twenty-four students (14%) were twelfth graders.
     - Eighteen of the twelfth graders enrolled in EFE (75%) were special education students (see Chart 12, page 104).

5. Twenty-eight students (17%) in the 1997-98 EFE program were over age for grade level.
   - Eleven of the over-age students were special education students.

CONCLUSIONS:

An analysis of the **hypothetical pool** of ninth graders and **students enrolled** in the 1997-98 EFE program revealed the following:

1. It appears that many students in the school division who could benefit from the EFE program are not enrolled.
   - The 53 **ninth-grade** students currently enrolled in the 1997-98 EFE program

represent only 9% of the hypothetical pool of 565 ninth-grade students with a GPA below 2.0. (Numbers would likely be similar for students in grade 10 as well.)

- At all high schools, only a small number of ninth graders (in comparison to the hypothetical pool) are actually enrolled in EFE. The number of students actually enrolled is especially low at Deep Creek, Great Bridge, and Hickory high schools.

2. Based on a non-duplicated count of ninth graders with a below average GPA, students who are only on free or reduced lunch (46%) represent the largest category in the **hypothetical pool**, followed by special education (34%), and over-age students (20%).

3. Based on teacher identification of the categories of **students enrolled** in the 1997-98 EFE program, special education students (58%) represent the largest category, followed by students identified as academically disadvantaged (36%) and students identified as economically disadvantaged (6%).

4. Students who are over age for grade level are under represented in the EFE program.
   - One hundred and fourteen ninth graders in the hypothetical pool are over age; only 28 over-age students in grades 9-12 are currently enrolled in EFE.

5. The majority of students (68%) enrolled in the 1997-98 EFE program are in grades 9 and 10. Students frequently drop out of school in these grades.

6. Based on student data, there is a clear need for programs that target academically disadvantaged ninth-grade students (i.e., GPA below 2.0).
   - Approximately one-third of the students in the 1997-98 EFE program are in ninth grade.
   - Approximately one-third are in tenth grade.
   - Approximately one-third are in grades 11 and 12.
     - Eleventh graders have a very limited opportunity to achieve the EFE goal of transitioning to another vocational education program.
     - Twelfth graders have no opportunity to transition. (Most of the twelfth graders in the 1997-98 EFE program were special education students.)

RECOMMENDATIONS:

1. Formalize the student identification and selection process for the EFE program at all schools. To ensure that all students in the three categories of eligibility are considered and that students most in need are served, the following identification and selection process is suggested:
   - A schoolwide "safety net" team (i.e., administrators, guidance and vocational counselors, teachers) should be used to identify potential students. The EFE teacher and a special education staff member should be included as ad hoc members of the team.
   - Using the student data management system, the team should generate at the end of

each nine weeks a list of ninth graders with a GPA below 2.0 who qualify in one or more of the three categories of eligibility.

- The team should consider additional information from student profiles and recommendations from school staff to select students from each category who would benefit most from the program.
- A staff member of the feeder middle school should assist the "safety net" team in identifying potential EFE students and facilitating the transition of students into the secondary EFE program.

2. Clarify information regarding the program to administrators, faculty, and the guidance department.

3. Increase the number of students in under enrolled schools (e.g., Great Bridge and Hickory) through the systematic use of the schoolwide student data management system by the "safety net" team.

4. Target predominantly students in ninth-grade with a below average GPA so that students have several years to transition to other vocational programs.

5. Increase high quality programs or support services for regular education ninth and tenth graders with a below average GPA (approximately 1,000 students) who currently are not served by any program.

CHESAPEAKE PUBLIC SCHOOLS

SUPPORTING DOCUMENTATION TO THE STUDY:

COMPARISON OF THE EFE PROGRAM MODEL WITH RECOMMENDATIONS IN EDUCATIONAL LITERATURE

COMPARISON OF THE EDUCATION FOR EMPLOYMENT PROGRAM MODEL WITH THE RECOMMENDATIONS IN EDUCATIONAL LITERATURE FOR PROGRAMS SERVING AT-RISK STUDENTS

PURPOSE OF THE ANALYSIS: High school principals (6), EFE teachers (7), vocational counselors and guidance directors (11), and special education staff (17) were asked to respond to a checklist of strategies recommended in educational literature as effective for programs that serve at-risk students. Respondents checked whether the strategies recommended were used in the Education for Employment program. Four principals, seven EFE teachers, eleven vocational counselors and guidance directors, and eleven special education staff completed the checklists as part of the survey of the groups for a return rate of 80%.

PERFORMANCE CRITERION FOR SUCCESS: The Education for Employment program includes 95% of the items on a checklist of strategies recommended in educational literature for programs that serve at-risk students.

FINDINGS: See Chart 13, page 110, for a summary of positive responses to the checklist and Charts 14-17, pages 111-114 for the responses of each group.

CONCLUSIONS:

1. Only 36% of special education staff and 46% of vocational counselors and guidance directors indicated in the survey that accompanied the checklist that they are involved or very involved in the EFE program (see Chart 7, Survey of Special Education Staff, page 86).

2. Responses of principals, EFE teachers, vocational counselors and guidance directors, and special education staff indicate that the Education for Employment Program offers to some extent all of the strategies recommended in educational literature.
   - Only principals, however, responded that the EFE curriculum is based on the four core subject areas and that the program offers flexible entry and exit during the school year.

3. The majority of all groups believe that the following strategies are offered:
   - A functional curriculum offering study skills, living skills, social skills, and cooperative work experience
   - Computer-assisted learning
   - Alternative assessments
   - A one-on-one relationship with a caring adult staff member
   - A career education component
   - Linkages with business and industry

CHART 13
CHECKLIST OF STRATEGIES - SUMMARY OF RESPONSES FROM ALL GROUPS

		PERCENTAGE RESPONDING YES			
		Principals	Teachers	Counselors	SPED Staff
The Education for Employment Program curriculum:					
1.	Is based on the four core subject areas (i.e., English, math, science, social studies)	75%	29%	27%	19%
2.	Is a functional curriculum offering: Study skills	100%	100%	73%	52%
	Living skills	100%	100%	100%	95%
	Social skills	100%	100%	91%	95%
	Cooperative work experience	100%	100%	100%	95%
Instruction in the Education for Employment Program:					
3.	Provides computer-assisted learning	75%	100%	55%	62%
4.	Provides alternative assessments (e.g., student contracts, incentives based on work/study performance)	100%	100%	82%	74%
5.	Includes high expectations for academic work	100%	100%	46%	62%
The support services and resource personnel component of the Education for Employment Program:					
6.	Includes a strong guidance linkage (e.g., individual counseling)	100%	100%	45%	85%
7.	Provides a one-on-one relationship with a caring adult staff member	100%	100%	91%	63%
8.	Includes a volunteer mentoring component	75%	57%	0%	18%
9.	Includes a case management component where appropriate (e.g., support for students on probation)	75%	86%	18%	78%
10.	Includes a career education component (e.g., preemployability and employability skills training)	100%	100%	100%	92%
11.	Provides linkages with business and industry	100%	100%	91%	92%
12.	Encourages parental involvement	100%	100%	73%	63%
With regard to the school environment, the Education for Employment Program:					
13.	Has a small class size	100%	86%	100%	79%
14.	Has a strong administrative commitment on the building level	100%	100%	64%	67%
15.	Provides an alternative crediting program (e.g., GED Preparation)	75%	57%	9%	41%
16.	Provides opportunities for acceleration (i.e., meeting curriculum goals at a faster pace)	75%	71%	0%	15%
17.	Offers flexible entry and exit during the school year	75%	43%	18%	15%

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CHART 14
CHECKLIST OF STRATEGIES - SUMMARY OF RESPONSES FROM PRINCIPALS

		PERCENTAGE		
		YES	NO	NO KNOWLEDGE
The Education for Employment Program curriculum:				
1.	Is based on the four core subject areas (i.e., English, math, science, social studies)	75%	25%	0%
2.	Is a functional curriculum offering: Study skills	100%	0%	0%
	Living skills	100%	0%	0%
	Social skills	100%	0%	0%
	Cooperative work experience	100%	0%	0%
Instruction in the Education for Employment Program:				
3.	Provides computer-assisted learning	75%	0%	25%
4.	Provides alternative assessments (e.g., student contracts, incentives based on work/study performance)	100%	0%	0%
5.	Includes high expectations for academic work	100%	0%	0%
The support services and resource personnel component of the Education for Employment Program:				
6.	Includes a strong guidance linkage (e.g., individual counseling)	100%	0%	0%
7.	Provides a one-on-one relationship with a caring adult staff member	100%	0%	0%
8.	Includes a volunteer mentoring component	75%	25%	0%
9.	Includes a case management component where appropriate (e.g., support for students on probation)	75%	25%	0%
10.	Includes a career education component (e.g., preemployability and employability skills training)	100%	0%	0%
11.	Provides linkages with business and industry	100%	0%	0%
12.	Encourages parental involvement	100%	0%	0%
With regard to the school environment, the Education for Employment Program:				
13.	Has a small class size	100%	0%	0%
14.	Has a strong administrative commitment on the building level	100%	0%	0%
15.	Provides an alternative crediting program (e.g., GED Preparation)	75%	0%	25%
16.	Provides opportunities for acceleration (i.e., meeting curriculum goals at a faster pace)	75%	0%	25%
17.	Offers flexible entry and exit during the school year	75%	25%	0%

CHART 15
CHECKLIST OF STRATEGIES - SUMMARY OF RESPONSES FROM TEACHERS

		PERCENTAGE		
		YES	NO	NO KNOWLEDGE
The Education for Employment Program curriculum:				
1.	Is based on the four core subject areas (i.e., English, math, science, social studies) *	29%	57%	0%
2.	Is a functional curriculum offering: Study skills	100%	0%	0%
	Living skills	100%	0%	0%
	Social skills	100%	0%	0%
	Cooperative work experience	100%	0%	0%
Instruction in the Education for Employment Program:				
3.	Provides computer-assisted learning	100%	0%	0%
4.	Provides alternative assessments (e.g., student contracts, incentives based on work/study performance)	100%	0%	0%
5.	Includes high expectations for academic work	100%	0%	0%
The support services and resource personnel component of the Education for Employment Program:				
6.	Includes a strong guidance linkage (e.g., individual counseling)	100%	0%	0%
7.	Provides a one-on-one relationship with a caring adult staff member	100%	0%	0%
8.	Includes a volunteer mentoring component	57%	29%	14%
9.	Includes a case management component where appropriate (e.g., support for students on probation)	86%	0%	14%
10.	Includes a career education component (e.g., preemployability and employability skills training)	100%	0%	0%
11.	Provides linkages with business and industry	100%	0%	0%
12.	Encourages parental involvement	100%	0%	0%
With regard to the school environment, the Education for Employment Program:				
13.	Has a small class size	86%	14%	0%
14.	Has a strong administrative commitment on the building level	100%	0%	0%
15.	Provides an alternative crediting program (e.g., GED Preparation)	57%	0%	43%
16.	Provides opportunities for acceleration (i.e., meeting curriculum goals at a faster pace)	71%	29%	0%
17.	Offers flexible entry and exit during the school year *	43%	29%	14%

*When totals of percentages don't equal 100, items were left blank.

CHART 16
CHECKLIST OF STRATEGIES - SUMMARY OF RESPONSES FROM VOCATIONAL COUNSELORS AND GUIDANCE DIRECTORS

		PERCENTAGE		
		YES	NO	NO KNOWLEDGE
The Education for Employment Program curriculum:				
1.	Is based on the four core subject areas (i.e., English, math, science, social studies)	27%	46%	27%
2.	Is a functional curriculum offering: Study skills	73%	0%	27%
	Living skills	100%	0%	0%
	Social skills	91%	0%	9%
	Cooperative work experience	100%	0%	0%
Instruction in the Education for Employment Program:				
3.	Provides computer-assisted learning	55%	0%	45%
4.	Provides alternative assessments (e.g., student contracts, incentives based on work/study performance)	82%	0%	18%
5.	Includes high expectations for academic work	46%	18%	36%
The support services and resource personnel component of the Education for Employment Program:				
6.	Includes a strong guidance linkage (e.g., individual counseling)	45%	45%	10%
7.	Provides a one-on-one relationship with a caring adult staff member	91%	9%	0%
8.	Includes a volunteer mentoring component	0%	36%	64%
9.	Includes a case management component where appropriate (e.g., support for students on probation)	18%	18%	64%
10.	Includes a career education component (e.g., preemployability and employability skills training)	100%	0%	0%
11.	Provides linkages with business and industry	91%	0%	9%
12.	Encourages parental involvement	73%	0%	27%
With regard to the school environment, the Education for Employment Program:				
13.	Has a small class size	100%	0%	0%
14.	Has a strong administrative commitment on the building level	64%	9%	27%
15.	Provides an alternative crediting program (e.g., GED Preparation)	9%	36%	55%
16.	Provides opportunities for acceleration (i.e., meeting curriculum goals at a faster pace)	0%	45%	55%
17.	Offers flexible entry and exit during the school year	18%	82%	0%

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CHART 17
CHECKLIST OF STRATEGIES - SUMMARY OF RESPONSES FROM ALL SPECIAL EDUCATION GROUPS

		PERCENTAGE RESPONDING YES		
		Special Education Administrators	Transition Specialist	High School Chairpersons
The Education for Employment Program curriculum:				
1.	Is based on the four core subject areas (i.e., English, math, science, social studies)	25%	0%	40%
2.	Is a functional curriculum offering: Study skills	75%	0%	40%
	Living skills	100%	100%	80%
	Social skills	100%	100%	80%
	Cooperative work experience	100%	100%	80%
Instruction in the Education for Employment Program:				
3.	Provides computer-assisted learning	75%	0%	80%
4.	Provides alternative assessments (e.g., student contracts, incentives based on work/study performance)	75%	50%	80%
5.	Includes high expectations for academic work	50%	100%	80%
The support services and resource personnel component of the Education for Employment Program:				
6.	Includes a strong guidance linkage (e.g., individual counseling)	100%	100%	40%
7.	Provides a one-on-one relationship with a caring adult staff member	75%	50%	100%
8.	Includes a volunteer mentoring component	25%	0%	40%
9.	Includes a case management component where appropriate (e.g., support for students on probation)	50%	100%	80%
10.	Includes a career education component (e.g., preemployability and employability skills training)	75%	100%	100%
11.	Provides linkages with business and industry	75%	100%	100%
12.	Encourages parental involvement	75%	50%	100%
With regard to the school environment, the Education for Employment Program:				
13.	Has a small class size	75%	50%	100%
14.	Has a strong administrative commitment on the building level	50%	100%	100%
15.	Provides an alternative crediting program (e.g., GED Preparation)	50%	0%	80%
16.	Provides opportunities for acceleration (i.e., meeting curriculum goals at a faster pace)	0%	0%	60%
17.	Offers flexible entry and exit during the school year	0%	0%	60%

- Parental involvement
- A strong administrative commitment on the building level
- Small class sizes

4. Groups were divided as to whether six other strategies are offered. The majority of principals and teachers indicated the strategies are offered. The majority of special education staff and/or vocational counselors and guidance directors responded "no" or "no knowledge" regarding the following:
   - High expectations for academic work
   - Strong guidance linkage
   - Volunteer mentoring component
   - Case management component
   - Alternative crediting program
   - Opportunities for acceleration

RECOMMENDATIONS:

Continue to offer the strategies which educational literature recommends for programs that serve at-risk youth in the Education for Employment program. With regard to the strategies that responses indicate are limited in the program:

1. Update the EFE curriculum to align with the recommendations of the 1996 revised Virginia Curriculum Guide. Use the process and format recommended by the Chesapeake Department of Curriculum and Instruction for documenting the curriculum.
   - Provide a clear description of the correlation between the Chesapeake EFE curriculum and the Virginia Standards of Learning.

2. Provide information regarding the EFE program to the guidance department to ensure that the department is fully informed about the EFE program.
   - Emphasize the importance of the role of the vocational counselor in providing ongoing support to EFE students (e.g., monitoring progress toward vocational program completer status, counseling students regarding Academic Tech Prep).

3. Increase formal communication and planning with the Special Education Department on the school and central office levels to ensure that staff members are fully informed about the EFE program.

4. Explore the possibility of providing a formal volunteer mentoring component in the EFE program.

CHESAPEAKE PUBLIC SCHOOLS

SUPPORTING DOCUMENTATION TO THE STUDY:

CONTACTS WITH OTHER SCHOOL DIVISIONS

CONTACTS WITH OTHER SCHOOL DIVISIONS

PURPOSE OF THE CONTACTS: Four other school divisions in the region (Portsmouth, Norfolk, Suffolk, Virginia Beach) were contacted in April 1998 to gather information regarding their EFE programs.

FINDINGS: See Chart 18, page 118, and Appendix 7, page 134.

CONCLUSIONS:

1. All but one of the other school divisions contacted offer the EFE program on the high school level only.
   - Portsmouth offers the EFE program in grades 7-12.

2. The number of EFE students served varies among school divisions.
   - Portsmouth has the greatest number of students (almost 500).
   - Virginia Beach has the lowest number of students (100).

3. All of the other school divisions have updated or are in the process of updating the local curriculum based on the current guidelines (1996) from the Virginia Department of Education.
   - Most of the other school divisions also have begun aligning the local curriculum with the new SOL's.

4. All of the other school divisions use an informal process for identifying and selecting students for the EFE program.

5. The cooperative work component is optional in two of the school divisions contacted.
   - Virginia Beach never adopted the cooperative work component.
   - EFE III is the co-op program in Suffolk, and all students are required to work.

6. In all but one of the other school divisions contacted, EFE teachers teach other vocational courses.
   - Teachers in Portsmouth teach EFE exclusively.

7. None of the other school divisions contacted have formally evaluated the EFE program. Most indicated that students are transitioning to other vocational programs and graduating.

CHART 18
SUMMARY OF CONTACTS WITH OTHER SCHOOL DIVISIONS

	EFE Grade Levels	Number of EFE Students	Curriculum	Student Identification	Cooperative Work Component	EFE Teachers Teaching Other Vocational Courses	Success Rate
Chesapeake	9 - 12 All high schools	161	Most recent DOE recommendations not reflected in the list of tasks/ competencies	Informally through guidance	Optional Limited number of students working	Yes (four also teach other vocational courses)	To be determined in the evaluation
Portsmouth	7 - 12 All high schools and middle schools	497	Currently incorporating most recent DOE recommendations	Informally through guidance	Optional Limited number of students working	No	No formal evaluation (students appear to be transitioning to other vocational programs)
Norfolk	9 - 12 All high schools	300	Curriculum reflects most recent DOE recommendations	Informally through guidance (usually "free or reduced lunch" recipients)	Optional Most students working	Yes (two also teach typing, career exploration)	No formal evaluation (34 EFE students graduated in 1997)
Suffolk	9-12 All high schools	271	Curriculum reflects most recent DOE recommendations	Informally through middle school guidance, coordinator and vocational assessor screen students to ensure eligibility	Students in EFE III required to work Approxi-mately half of all EFE students working	Yes (one also teaches other vocational courses)	No formal evaluation (a number of EFE students appear to be completing 3 EFE levels and working)
Virginia Beach	9-12 Five of ten high schools	100	Curriculum goes beyond the most recent DOE recommenda-tions; local curriculum aligned to new SOL's	EFE program different in each of the five schools; identification/ selection procedures vary	Never adopted the cooperative work component	Yes (three also teach marketing)	No formal evaluation (currently gathering information for the 6-year vocational review)

RECOMMENDATIONS:

1. Update the current Chesapeake curriculum to align with the 1996 revised Virginia Curriculum Guide.
   - A clear description of the correlation between the Chesapeake EFE curriculum and the Virginia Standards of Learning should be provided.

2. Use the process and format recommended by the Chesapeake Department of Curriculum and Instruction for documenting the curriculum.

CHESAPEAKE
PUBLIC
SCHOOLS

APPENDICES

APPENDIX E
SPECIAL PROGRAMS
PROGRAM AND COURSE INFORMATION

Course Code	Programs/Courses	Maximum Enrollment	Minimum Requirements for Completion
	Education for Employment (EFE)		
	Disadvantaged		
9075	EFE Introduction—18 weeks	15	EFE I and EFE II or
9076	EFE Introduction—other than 18 weeks	15	EFE I and EFE Co-op I
9077	EFE I—18 weeks	15	
9078	EFE I—other than 18 weeks	15	
9079	EFE II—18 weeks	15	
9080	EFE II—other than 18 weeks	15	
	Co-op—Disadvantaged		
9020	EFE Cooperative Education I	15	EFE Co-op I and II or
9021	EFE Cooperative Education II	15	EFE I and EFE Co-op I
	EFE— Disabled		
9082	EFE Introduction—18 weeks	10	EFE I and EFE II or
9083	EFE Introduction—other than 18 weeks	10	EFE I and EFE Co-op I
9084	EFE I—18 weeks	10	
9085	EFE I—other than 18 weeks	10	
9086	EFE II—18 weeks	10	
9087	EFE II—other than 18 weeks	10	
	Co-op—Disabled		
9030	EFE Cooperative Education I	10	EFE Co-op I and II or
9031	EFE Cooperative Education II	10	EFE I and EFE Co-op I
	Career Connections Courses		
	Pre-Exploratory		
8475	Careers and You	See Note 3	Not applicable
	Career Pathways		
9070	Career Pathways Phase 1	See Note 3	Not applicable
9071	Career Pathways Phase 2		
9072	Career Pathways Phase 3		
	Entrepreneurship		
9093	Exploring Engrepreneurship	See Note 3	9094 can be combined with
9094	Entrepreneurship Education		appropriate content courses for a vocational program mix.
	Leadership		
9091	Introduction to Leadership	See Note 3	9092 can be combined with
9092	Leadership Development		appropriate content courses for a vocational program mix.

Note 1: All information for Special Programs refers to credits earned above the eighth-grade level.
Note 2: Information pertaining to special programs related to a specific program service area (e.g., Agricultural Education, Business) is contained in the appendix devoted to that program service area.
Note 3: Limited to number of work stations

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VIRGINIA DEPARTMENT OF EDUCATION
EDUCATION FOR EMPLOYMENT PROGRAM CURRICULUM (LEVEL I)

LEVEL I

Recommended Grade Levels: 9,10,11 Prerequisite: None

Course Options:

Disadvantaged (18 weeks) 9077
Disadvantaged (other than 18 weeks) 9078
Disabled (18 weeks) 9084
Disabled (other than 18 weeks) 9085

Students investigate various occupational fields, examine occupational requirements, and select a career pathway. They begin to focus on improving and gaining skills required for specific occupations. They practice solving real-world problems in the home, in school, and in the workplace.

Tasks/Competencies

STRAND: FOCUSING INDIVIDUAL STRENGTHS AND INTERESTS ON THE WORKPLACE

1. Investigating Occupational Fields

1.1 Compare occupations involving agriculture, natural resources, and the environment.
Achievement Measure: Comparison includes major responsibilities; working conditions; education/training requirements for selected entry-, technical-, and professional-level jobs; salary ranges; and opportunities for advancement.

1.2 Compare occupations involving business, office, and management responsibilities.
Achievement Measure: Comparison includes major responsibilities; working conditions; education/training requirements for selected entry-, technical-, and professional-level jobs; salary ranges; and opportunities for advancement.

1.3 Compare occupations involving health services.
Achievement Measure: Comparison includes major responsibilities; working conditions; education/training requirements for selected entry-, technical-, and professional-level jobs; salary ranges; and opportunities for advancement.

1.4 Compare occupations involving marketing and distribution of products and services.
Achievement Measure: Comparison includes major responsibilities; working conditions; education/training requirements for selected entry-, technical-, and professional-level jobs; salary ranges; and opportunities for advancement.

1.5 Compare occupations involving technological systems.
Achievement Measure: Comparison includes major responsibilities; working conditions; education/training requirements for selected entry-, technical-, and professional-level jobs; salary ranges; and opportunities for advancement.

1.6 Compare occupations involving work and family.
Achievement Measure: Comparison includes major responsibilities; working conditions; education/training requirements for selected entry-, technical-, and professional-level jobs; salary ranges; and opportunities for advancement.

2. **Adapting Individual Assets to Occupations**

2.1 Select occupations areas for further investigation.
Achievement Measure: Occupations are selected according to criteria which include individual interest and sufficient local or regional labor demand

2.2 Determine benefits/limitations of various occupational roles.
Achievement Measure: Determination is focused on areas of wages, opportunities for advancement, and working conditions.

2.3 Determine skills required for specific occupations.
Achievement Measure: Determination includes technical, communication, and human relations skills.

2.4 Determine special knowledge required for success in the global job market.
Achievement Measure: Knowledge includes information about people of different cultures or ethnic customs, economic conditions of various countries or regions, primary industries or occupations in different areas, and ways in which different cultures enrich the work environment.

2.5 Develop strategies to acquire required skills.
Achievement Measure: Strategies include acceleration or assistive technology necessary to gain selected skills.

2.6 Select a career pathway.
Achievement Measure: Criteria for selection include time, cost, and accessibility.

3. **Solving Problems in the Workplace**

3.1 Investigate problems involving customer service.
Achievement Measure: Solution is determined via problem-solving process; problem involves predictable and unpredictable circumstances.

3.2 Investigate problems involving conflict on the job.
Achievement Measure: Solution is determined via problem-solving process; problem involves predictable and unpredictable circumstances.

3.3 Investigate problems involving resource management.
Achievement Measure: Solution is determined via problem-solving process; problem involves predictable and unpredictable circumstances.

3.4 Investigate problems involving work ethics.
Achievement Measure: Solution is determined via problem-solving process; problem involves predictable and unpredictable circumstances.

3.5 Investigate problems involving company image.
Achievement Measure: Solution is determined via problem-solving process; problem involves predictable and unpredictable circumstances.

STRAND: GAINING SKILLS FOR INDEPENDENT LIVING

4. Gauging Progress Toward Independent Living

4.1 Modify strategies to improve individual skills.
Achievement Measure: Modifications reflect documented improvement to date in intellectual, social/emotional, and physical skills.

4.2 Predict future trends in independent living.
Achievement Measure: Trends include (but are not limited to) operating in a cashless society, shopping by phone or computer, gathering information through computer networking, working in a home office, and experiencing virtual reality as entertainment.

4.3 Manage transition to unfamiliar situations.
Achievement Measure: Transition focuses on changes in living environment or work assignment.

5. Improving Independent Living Skills

5.1 Demonstrate selected strategies for maintaining individual and family health and wellness.
Achievement Measure: Strategies include nutritional food preparation, leisure interests, and stress management techniques.

5.2 Examine problems related to housing needs.
Achievement Measure: Problems involve housing design, maintenance, and related financial considerations.

5.3 Maintain a wardrobe according to individual needs and responsibilities.
Achievement Measure: Maintenance involves selection of and care for clothing appropriate for school, work, leisure time, and special occasions.

5.4 Develop a plan to manage financial emergencies.
Achievement Measure: Plan selects insurance based on individual needs and encompasses potential emergencies such as repairs or sudden illness.

5.5 Make decisions regarding the use of credit.
Achievement Measure: Decisions are based on study of the costs and uses of bank, retail, and mortgage credit.

5.6 Examine responsibilities of citizenship.
Achievement Measure: Responsibilities include paying taxes, voting in elections, studying community concerns and issues, and obeying laws and regulations.

5.7 Select opportunities for community involvement and leadership.
Achievement Measure: Selection of volunteer service is based on time available, interests, abilities, and community need.

5.8 Determine educational options.
Achievement Measure: Options are based on cost, time required, and entry requirements.

RELATED ACADEMIC STANDARDS OF LEARNING

Academic SOLs are an essential component of vocational education and are required to be successful in an occupational field. The identification of related academic SOLs that are reinforced through application in vocational courses supports and enhances academic instruction.

Instruction in EFE programs and courses incorporates and reinforces Virginia SOLs as stated in *Standards of Learning for Virginia Public Schools*, June 1995. Identified on the following pages are specific SOLs that are reinforced in EFE Level I. Local school divisions may wish to identify additional SOLs as reflected in instructional activities and cooperative efforts with other disciplines.

English

9.2 The student will make planned oral presentations.
- Include definitions to increase clarity.
- Use relevant details to support main ideas.
- Illustrate main ideas through anecdotes and examples.
- Cite information sources.
- Make impromptu responses to questions about presentation.

9.4 The student will read and analyze a variety of print materials.
- Identify a hypothesis to be confirmed, disproved, or modified.
- Evaluate clarity and accuracy of information.
- Synthesize information from sources and apply it in written and oral presentations.
- Identify questions not answered by a selected text.
- Extend general and specialized vocabulary through reading and writing.
- Read and follow instructions to use computer software, assemble or construct models or equipment, or complete a project.

9.6 The student will develop narrative, literary, expository, and technical writings to inform, explain, analyze, or entertain.
- Plan and organize writing.
- Communicate clearly the purpose of the writing.
- Write clear, varied sentences.
- Use specific vocabulary and information.
- Arrange paragraphs into a logical progression.
- Revise writing for clarity.
- Edit final copies for correct use of language, spelling, punctuation, and capitalization.

9.7 The student will credit the sources of both quoted and paraphrased ideas.
- Define the meaning and consequences of plagiarism.
- Distinguish one's own ideas from information created or discovered by others.
- Use a style sheet method for citing secondary sources, such as MLA or APA.

Chesapeake Public Schools
Education for Employment Performance Objectives

CS-1223B

ORIENTATION

P1.1 Given an orientation, the student will demonstrate knowledge of the EFE program, as indicated by completion of a checklist with 90% accuracy as indicated by instructor prepared criteria.

Pre-Employment

P2.1 Given information concerning the nature and importance of work, needed materials, and instructions, the student will contribute to the construction of a project entitled "Working Is ..." The students contribution will be judged acceptable when completed to a 100% accuracy as indicated by instructor prepared criteria.

P2.2 Given information on self-appraisal methods and skills, the student will identify his or her own values and personal characteristics and relate them to appropriate career choices. the student's choices will be judged acceptable when completed content to a 90% level as indicated by instructor prepared criteria.

P2.3 Given information concerning methods and sources for identifying available job openings, the student will demonstrate his or her ability to select specific job openings which are compatible with personal characteristics. The student's job selections will be judged acceptable when completed to a 90% content level as indicated by instructor prepared criteria.

P2.4 Given pre-employment materials and instruction, the student will prepare a pre-employment package. Successful achievement will be demonstrated when a minimum of 100% of the pre-employment information is correctly provided in accordance with the instructor prepared criteria.

P2.5 Given information on interviewing, the student will demonstrate skills in interviewing for a job. During a job interview simulation activity, the student must successfully handle a minimum of 100% of the factors listed in instructor prepared criteria.

P2.6 Given information on transportation available in the local area he/she will select three specific methods by which he or she may get to work.

Performance Objectives

P3.1 Given preparation guidelines and examples of job orientation procedures, prepare a job orientation manual of information that includes procedures for getting acquainted with the job site, employer rules and policies, and procedures for meeting co-workers. The manual must be completed with 90% accuracy.

P3.2 Given written or videotaped situations related to examples of work attitudes, discriminate between the appropriate and inappropriate work attitudes with 100% accuracy on an instructor developed test.

P3.3 Given work situations on a Instructor Developed test, identify with 90% accuracy characteristics which will lead to promotion, advancement, or a raise.

P3.4 Given Instructor Developed questions on selected situations concerning total earnings, overtime pay, deductions withheld, and net pay, answer with 90% accuracy.

P3.5 Given a simulated job resignation interview, explore the alternatives to resigning and explain the steps to be taken once the decision to resign is made. Student must complete the Teacher Developed Test with 100% accuracy.

P3.6 Given questions on elements leading to worker dismissal, complete Teacher Developed Test with 100% accuracy.

P3.7 Given a test on unsafe working conditions and practices, student must complete the Instructor Developed Test with 100% accuracy.

Basic Living Skills

P4.1 Given a problem which has more than one solution, the student will demonstrate his/her ability to solve the problem applying all steps of the decision making process with 90% accuracy.

P4.2 Given a weekly income amount, a list of expenses, and a budget formate, the student will prepare a budget which covers all expense items and does not exceed the expected income with 90% accuracy.

P4.3 Given ten situations requiring the use of bank checking and saving services, the student will complete the required banking transactions with 90% accuracy.

P4.4 Given five situations concerning consumer credit choices, the student will state two reasons why credit should or should not be used for each situation. Nine of the ten responses given must be correct.

P4.5 Given a sample written contract between a company and a consumer, the student will identify the duties and rights he consumer assumes under the contract with 90% accuracy.

P4.6 Given ten situations requiring buying decisions, the student will demonstrate his/her ability to make the appropriate decision by providing the correct response to nine of the ten situations.

P4.7 Given ten situations requiring decision relating to the purchase of insurance the student will provide the appropriate response to nine of the ten situations.

P4.8 Given a complete W-2 Wage, tax statement, and a blank 1040 EZ or 1040 A U.S. Individual Income Tax Return, the student will prepare the income tax with 100% accuracy.

P4.9 Given an occupation and a complete telephone directory, the student will locate the relevant information to that occupation as specified by the instructor with 90% accuracy.

P4.10 Given a list of problems and a list of available community service agencies the student will match the appropriate agency to the problem with 90% accuracy.

Career Exploration

P5.1 Given career exploration activities for each career cluster and the required materials to complete each activity, the student will select and explore career opportunities in 3 of the 15 Offices of Education Career Clusters. Each cluster should be completed to a 70% accuracy as indicated by instructor prepared criteria.

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CHESAPEAKE PUBLIC SCHOOLS
Education for Employment
1st Year

Competency	Suggested Time Frame
Orientation (P1.1)	2 Weeks
P2.1	2½ Weeks
P2.2	2 Weeks
P2.3	2 Weeks
P2.4	4 Weeks
P2.5	4 Weeks
P2.6	½ Week
P3.4	3 Weeks
P3.7	2 Weeks
P4.1	3 Weeks
P4.3	3 Weeks
P4.9	2 Weeks
P4.10	2 Weeks
P5.1	4 Weeks

CHESAPEAKE PUBLIC SCHOOLS
Education for Employment
2nd Year

Competency	Suggested Time Frame
Orientation (P1.1)	2 Weeks
P2.5	4 Weeks
P2.6	½ Week
P3.1	3 Weeks
P3.2	2 Weeks
P3.3	2½ Weeks
P3.5	2 Weeks
P3.6	2 Weeks
P4.2	3 Weeks
P4.4	3 Weeks
P4.5	2½ Weeks
P4.6	2½ Weeks
P4.7	2 Weeks
P4.8	3 Weeks
P5.1	2 Weeks

APPENDIX 4
Curriculum Format Example
CPS Mathematics Curriculum Guide

Number Sense	Computation and Estimation	Measurement	Geometry	Probability and Statistics	Patterns, Functions, and Algebra

Virginia Standards: 8.9 The student will apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures represented on graph paper. The student will identify applications of transformations such as tiling, fabric design, art, and scaling.

Related Standards:

Chesapeake Objective(s):
The student will:

a. Investigate the definition of various transformations (rotation, reflection, translation, dilation) using geometric figures and manipulatives.
b. Demonstrate the reflections of geometric figures on graph paper over the x-axis, y-axis, and on the line x = y.
c. Demonstrate 90^0, 180^0, 270^0, and 360^0 rotations of geometric figures on graph paper.
d. Define types of symmetry (line and rotational) and identify symmetry in various object (letters, pictures, geometric figures, etc.).
e. Identify different transformations in real-lift applications (tiling, fabric, patterns, scaling, etc.).
f. Explore Escher's work with tessellations

Resources:
Math TV: Geometry (Video available from ERC)
SOL Based Activity Lessons pp. 155-184
NCTM Addenda Series/ Grades 5-8/Geometry in the Middle Grades, Cluster C, Transformation Geometry, pp. 62-74
Text Merrill *Pre-Algebra: A Transition to Algebra,* Explorations on pp. 464 & 477
Text Merrill *Mathematics: Applications and Connections,* Ch 5 Lessons 5, 5a, 6a, & 7; Ch 11, Lessons 8, 9, & 10

Assessment Sample:

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Teacher Resource Guide (Instructional Vignette)

a Have students draw a quadrilateral with the following
  Exactly 1 line of symmetry
  Exactly 2 lines of symmetry
  Exactly 3 lines of symmetry
  Exactly 4 lines of symmetry

b Students use several geometric figures to discover which combinations of figures tessellate. They also discover the combination of figures that fit around a vertex without gaps or overlays.

Pre-Algebra

APPENDIX 5
THE INDIAN RIVER EFE CRAFT SHOWS*

The Indian River EFE class sponsors two all-day craft shows each year. The first show is called the Festival of Holidays Craft Show and is held in October. The second show is called the Indian River Spring Fling Craft Show and is being held this year on Saturday, March 28.

Proceeds from the craft shows are used to pay for field trips for EFE students. Mrs. Lee has taken students to ODU basketball games to provide the opportunity to visit a college campus, to Busch Gardens to reward students who have no failures in a 9-week period, and to lunch on the New Spirit. Money earned is also used for an EFE banquet at the end of the year and other celebrations and to provide goods for students to buy on "pay day" (see explanation below).

Crafters are charged $25 ($30 after the deadline) for a booth at the show. Seventy crafters have signed up for the spring show. Craft shows typically bring in from $1,000 to $1,700.

Mrs. Lee has identified crafters through visits to craft shows in the area. A year is usually required to organize the shows. Students help in all aspects of planning and operation. Students wear EFE t-shirts and badges that identify them and their assigned job at the show.

- Students assist with mailings to crafters.
- Students hand out flyers in their neighborhoods to advertise the shows.
- Students help mark off spaces in the gymnasium, move tables, and set up booths on Friday afternoon/ evening.
- Students assist crafters with bringing in goods to the booths on Friday evening/Saturday morning for "tips."
- Students operate the "kids' korner" which is a babysitting service at the craft show; students show videos and play games with children, a security system consists of a ticket which is halved so that the parent takes half and the other half is worn by the child.
- Students staff the information booth where crafters check in; free coffee is provided to crafters.

Indian River has the only EFE-sponsored craft shows. A craft show sponsored by the Employment Plus program is held at Western Branch High School.

Mrs. Lee noted that most of the EFE students have never heard of a craft show before entering EFE; students, however, do a good job and behave well at the show and are complimented by the crafters participating.

Pay Day System

Mrs. Lee said she runs her class like a business. Students receive $20 in "play" money for each day they attend class. Deductions are made for tardies and inappropriate behavior. If a student calls in personally when he is absent, only $10 is deducted. Pay day is held at the end of each nine-week period on exam day. At that time Mrs. Lee provides items for students to buy (items are bought with proceeds from the craft shows). Students cannot share money and can accumulate large sums if they are in class everyday and meet the requirements of the program.

*Conversation with Jill Lee, EFE teacher, Indian River High School, March 24, 1998

Sponsored by the
Education For Employment Program

Indian River Spring Fling

Craft Show

Indian River High School
Gymnasium
Sat., March 28, 1998
10:00 a.m. - 5:00 p.m.
free admission
concession stand
kids korner

APPENDIX 6

Definition of "Disabled" (Special Education)
from the EFE Curriculum Guide

(See highlighted information below)

PART 1: OVERVIEW

Education for Employment (EFE) prepares students belonging to targeted populations for independent living and productive careers. Students engage in activities that allow them to blend their academic and vocational studies and employment experiences to solve real-life problems, perform actual work, and produce real products.

Goals

Through continuous refinement and improvement of curriculum and services, teachers work to ensure that EFE programs meet the following goals:

- Rigorous standards in preparation for career pathways, employment, and further education
- Different approaches to gaining technical skills
- Multiple program entry and exit points
- School-to-career linkages.

Program Options

EFE includes programs for both the disadvantaged and the disabled student.

- The term *disadvantaged** refers to people (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency, and individuals who are dropouts, or who are identified as potential dropouts, from secondary schools.
  *** See Appendix for complete definition.**

- The term *disabled* refers to individuals who
  - have mental retardation
  - are hard of hearing
  - are deaf
  - have a speech impairment
  - have a visual impairment
  - have a serious emotional disturbance
  - have an orthopedic challenge
  - have other health impairments
  - have specific learning disabilities
  - have multiple disabilities.

Students in the targeted populations described above have three program options:

- Option 1, **regular vocational education program:** for those who need few modifications of program to succeed
- Option 2, **regular vocational education program with supplemental services:** for those who are able to succeed with assistance from, for example, a resource teacher, assistive technology, curriculum support, or environment modifications

Education for EMPLOYMENT

APPENDIX

DEFINITION OF *DISADVANTAGED*

An *academically disadvantaged* student

- scores below the 25th percentile on a standardized achievement or aptitude test
- receives secondary school grades below 2.0 on a 4.0 scale (where the grade A equals 4.0)
- fails to attain minimum academic competencies.

An *economically disadvantaged* family or individual

- is eligible for Aid to Families with Dependent Children under Part A, Title IV of the Social Security Act
- is eligible for benefits under the Food Stamp Act of 1977
- is eligible to be counted for purposes of Section 1005, Chapter I, Title I of the Elementary and Secondary Education Act of 1965.

A *Limited English Proficiency (LEP)* student is a member of another national origin who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. LEP students may

- not have been in the United States or may have a native language other than English
- come from environments where a language other than English is dominant
- be American Indian and Alaskan native students and come from environments where a language other than English has a significant impact on their level of English language proficiency
- meet these conditions and have sufficient difficulty speaking, reading, writing, and understanding the English language to deny them the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

APPENDIX 7

CONVERSATION WITH TOM SMITHWICK, COORDINATOR OF VOCATIONAL EDUCATION, PORTSMOUTH 393-8869

1. Portsmouth's EFE program serves students in grades 7 - 12. They currently have 497 students.
   - SVJTA (Southeastern Virginia Job Training Association) works with one high school and two middle school programs. These programs are viewed as marketing programs for students with lower abilities. One teacher floats between the two middle schools and teaches two classes in each.
   - One middle school has a regular EFE program because of low numbers of potential students.

2. Portsmouth is gradually incorporating the recommendations from the state guidelines into their local curriculum guide (copy being sent). Mr. Smithwick indicated the speed of implementation is directly related to the EFE teacher.

3. Students are identified based on the three categories of eligibility (academically disadvantaged, economically disadvantaged, and/or special education). A large number of students are in the category of special education.

   The SVJTA programs have a formal application process which includes an interview with students and parents; an indepth file is kept on the SVJTA students.

   Student in regular EFE classes are identified through the guidance department based upon academic standing, whether students receive free or reduced lunch, and provisions of an IEP.

4. Portsmouth has a stipend program for a limited number of students who are employed in the school division. A few middle school students who are overage and already had jobs are working.

5. EFE teachers do not teach other vocational education classes.

6. Formal evaluation data is not available; it appears that EFE students enter other vocational programs.

CONVERSATION WITH DANIEL SMITH, VOCATIONAL COORDINATOR, NORFOLK 441-2957

1. Norfolk's EFE program serves students in grades 9 - 12. Norfolk currently has approximately 300 students in EFE.

   - Each of the five high schools has at least one EFE class.
   - Disadvantaged students are not combined with special education students. Classes are either "disadvantaged," "disadvantaged co-op," "special ed," or "special ed co-op."

2. Norfolk incorporated the recommendations from the state guidelines into their local curriculum guide last summer (copy being sent). Norfolk will revisit the guidelines and modify the local curriculum based on teacher input.

   Norfolk has a curriculum for each category of students (i.e., "disadvantaged," "disadvantaged co-op," "special ed," or "special ed co-op").

3. Students are identified based on the three categories, usually through the guidance department, with no formal identification/selection process. Mr. Smith indicated that the main criterion appears to be whether students are on free or reduced lunch.

4. The special education co-op classes are "going strong" with regard to number of students working. Mr. Smith attributes this to two experienced teachers who have a lot of contacts in the business community.

5. Two EFE teachers in Norfolk teach other classes (typing, career exploration).

6. Norfolk recently conducted a local graduation survey. Last year 34 EFE students graduated; 9 are in college, 17 are employed, 5 are unemployed, 2 are in the military, 3 are attending the community college.

CONVERSATION WITH JUDY LILES, PROFESSIONAL/TECHNICAL STUDIES COORDINATOR SUFFOLK 925-5500

1. Suffolk's EFE program serves approximately 271 students in grades 9 - 12 in two high schools.

2. Suffolk has incorporated the recommendations from the state guidelines into their local curriculum guide (copy being sent). Changes were not major since Suffolk never had the WECEP program.
   - EFE I traditionally has served students in grades 9 and 10; EFE II has served students in grades 10, 11, and 12. EFE III now serves any students in the cooperative work program.
   - Suffolk will integrate SOL's more fully into the curriculum this summer.

3. Students are identified based on the three categories of eligibility.
   - Suffolk has no formal identification/selection process; however, the EFE coordinator works with the vocational assessor to screen potential students to ensure that students with average and above average ability are not enrolled.
   - The coordinator indicated that she has to constantly monitor who is enrolled. Many Suffolk students are scheduled into EFE at the middle school level by guidance. Since there are not many electives for students entering ninth grade, students may be placed inappropriately in EFE.
   - The Suffolk EFE program serves a lot of special education students. One of the electives for special education students is EFE.
   - The coordinator believes the regular education students who need EFE are being served as well. EFE classes in Suffolk have a mixture of the three categories.

4. Approximately half the students are working. All students in EFE III, Suffolk's co-op program, are expected to work. In addition, students in EFE II are encouraged to enter other vocational programs, which usually have a cooperative work component.

5. Each high school has a designated EFE coordinator. Only one of the five teachers marketing in addition to EFE.

6. No formal tracking of EFE students regarding success regarding transitioning to other vocational programs or completing high school is done. EFE students, however, were included in the "High Schools at Work" report. The coordinator was pleased with the number of EFE students completing three levels of EFE and working.

CONVERSATION WITH MR. BARGER, COORDINATOR OF MARKETING AND INDUSTRIAL STUDIES VIRGINIA BEACH 426-5724

1. Virginia Beach's EFE program serves approximately 100 students in grades 9-12 in five of the ten high schools.

2. Virginia Beach has incorporated the state EFE guidelines into their local curriculum guide (copy being sent).
   - Mr. Barger indicated their school division has already aligned the local EFE curriculum with the new SOL's since they recently were subject to a federal review.

3. Students are identified based on the three categories of eligibility. The EFE program is different in each of the five schools.
   - With site-based management, schools operate the program based on student needs. Identification and selection procedures therefore vary.
   - A school may enroll students only in the category of special education or may have classes with students from all categories either separated or combined.
   - Mr. Barger indicated that he essentially monitors whether students qualify in the three categories.

4. Virginia Beach has never adopted the cooperative work component for their EFE program.

5. Three EFE teachers also teach marketing; two teach EFE exclusively.
   - Mr. Barger commented that Virginia Beach has a good group of EFE teachers which he considers essential to the success of the program.

6. Virginia Beach is gathering information for their six-year vocational review and expects to have achievement data regarding the program upon completion of the review.